



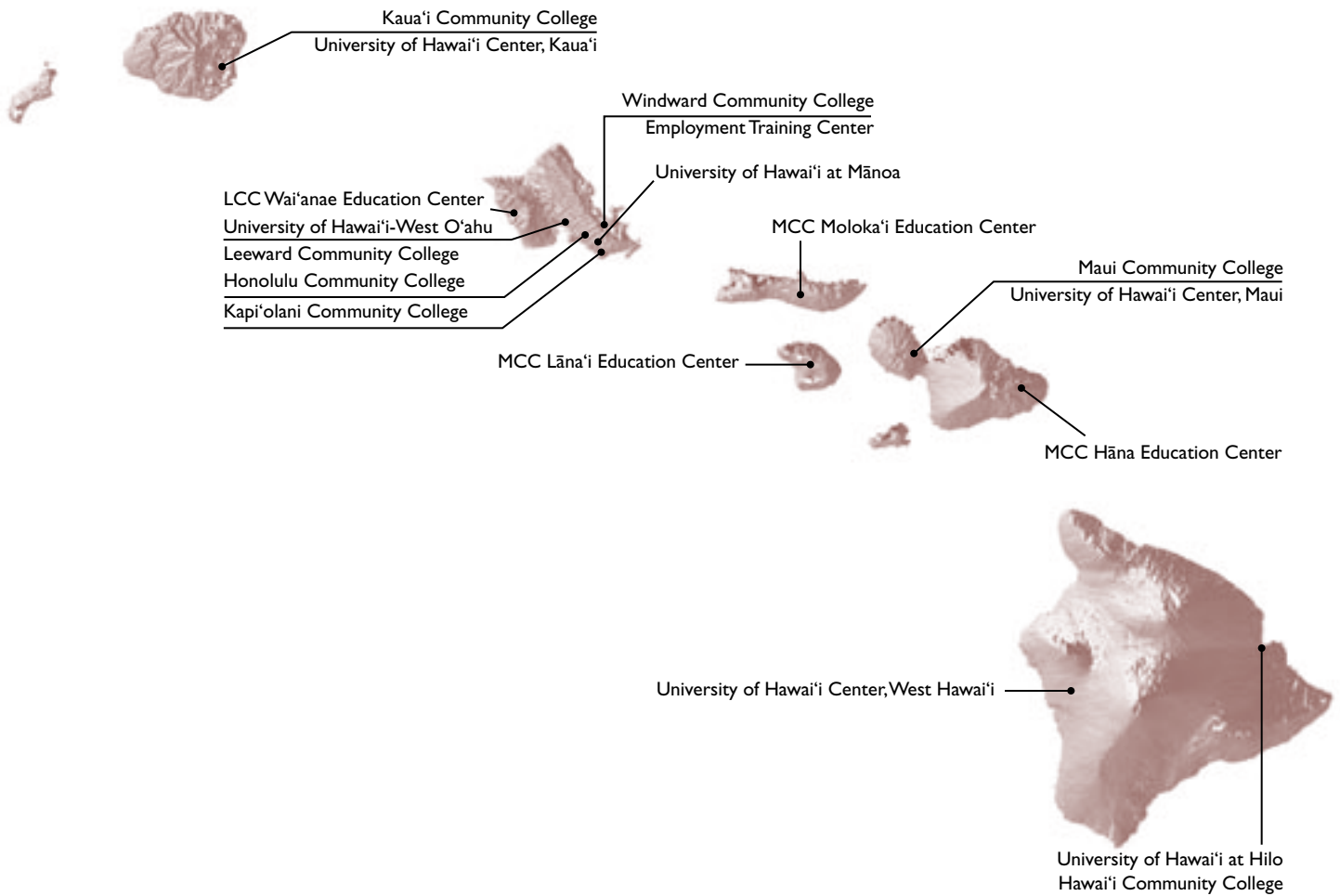
UNIVERSITY OF HAWAI'I **MEASURING OUR PROGRESS**

2006

Council of Chief Academic Officers
and the
Office of Academic Planning and Policy
University of Hawai'i

December 2006

UNIVERSITY OF HAWAI'I SYSTEM



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PRESIDENT'S MESSAGE

December 2006

Each biennium the University of Hawai'i produces a report to document our progress in meeting our goals in service to the state of Hawai'i. I am proud to share with the Governor, the Hawai'i State Legislature, the people of Hawai'i, our alumni and friends, this 2006 edition of *Measuring Our Progress*.

As 2006 comes to a close, we are cognizant of the leadership transition under way in Congress. Leaders of both parties value the role of higher education in the lives of U.S. citizens and the nation, but the nature of their support may differ. Nonetheless, it is likely that the tenets of the action plan announced by Secretary of Education Margaret Spellings, "to improve accessibility, affordability, and accountability," will be sustained. These goals mirror the commitment of the University of Hawai'i to support "access with success" for the citizens of Hawai'i, to maintain affordability, and to provide measures of our effectiveness to the public.

I am pleased to report that since I became the chief executive of the University of Hawai'i System in 2004, we have been able to attract significant additional resources to our enterprise: over \$50 million in additional operating funds and nearly \$200 million in new capital improvement funds from state appropriations; a \$100 million increase in the volume of research and training grants to over \$430 million; and—led by entrepreneur Jay Shidler's \$25 million investment in UH Mānoa's business school—over \$100 million in private gifts to the UH Foundation.

The University of Hawai'i seeks to be held accountable for performance and results achieved with these resources entrusted to us. The executive and legislative branches and Hawai'i's people deserve to have their University judged by the quality and success of its programs, services, students, and graduates. This document provides measures of performance, benchmarks, and other indicators of our progress in meeting the goals we set forth in the *University of Hawai'i Strategic Plan: Entering the University's Second Century, 2002–2010*. Our strategic plan advances five goals that commit the University to an agenda of measurable improvements in all aspects of its operations:

- Goal 1: Educational Effectiveness and Student Success: Measures of student access, engagement, performance, satisfaction, and diversity are presented to demonstrate the University's progress in establishing an optimum culture for student success.
- Goal 2: A Learning, Research, and Service Network: Measures of affordability, the educational pipeline, workforce development, information and technology resources, research and scholarly productivity, and economic impact are presented to demonstrate the University's progress in fostering the intellectual capital of the state of Hawai'i, and preparing citizens educated for participation in democracy.
- Goal 3: A Model Local, Regional, and Global University: Measures of student participation in Hawaiian language and cultural studies, the Pacific-Asia focus of international activity on campuses, and the efforts to internationalize the campus experience demonstrate the University's progress in positioning itself as one of the world's foremost multicultural centers for global and indigenous studies.
- Goal 4: Investment in Faculty, Staff, Students, and Their Environment: Measures of the University's investment in faculty and staff and investment in the physical plant are presented to demonstrate the University's progress in recognizing and investing in its most important assets.
- Goal 5: Resources and Stewardship: Measures of investments from the state, private giving, environmental initiatives, and accountability are presented to demonstrate the University's commitment to manage its resources in service to the state and its citizens.

The measures presented here reveal progress over time, at intervals, and as available, against benchmark standards relative to the strategic goals we have in place. *Measuring Our Progress* demonstrates our commitment to excellence and accountability. With the guidance of the Board of Regents, and the support of the Executive Branch, the Legislature, and our alumni and friends, we continue the voyage begun in 1907, a journey of transformation of your university, of the state of Hawai'i, and of the lives of those we serve.

David McClain
President
University of Hawai'i

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INTRODUCTION

The University of Hawai'i Measuring Our Progress, 2006, updates the 2004 report, and demonstrates the importance the University places on measuring the University's progress on the goals of the *University of Hawai'i System Strategic Plan: Entering the University's Second Century, 2002–2010*. This report is responsive to Board of Regents' policy that requires regular and systematic assessment of programs, services, campuses, and the University system as a whole. As required by Act 161 of the 1995 legislative session, the Board of Regents acted to adopt benchmark/performance indicators that continue to form the basis for this biennium report.

As the University moves forward to celebrate its centennial in the year 2007, it honors the efforts of all of those who have contributed to the history and growth of the University. Founded in 1907 under the auspices of the Morrill Act, the University of Hawai'i is a land-grant, sea-grant, and space-grant institution. As Hawai'i's sole state public university system, it is governed by a single Board of Regents and is composed of graduate/research, baccalaureate, and community college campuses. In addition, the University of Hawai'i operates three University Centers, multiple learning centers, and extension, research, and service programs at more than 70 sites in the state of Hawai'i. The University of Hawai'i system's special distinction is found in its Hawaiian, Asian, and Pacific orientation and its position as one of the world's foremost multicultural centers for global and indigenous studies.

Second Decade Project, 2010–2020

To ensure that the University's strategic direction remains current, President McClain charged the Office of Academic Planning and Policy to analyze the demographic data and information relevant to the higher education needs of the state in the decade following the University's strategic plan. As a result of the analysis, a public agenda for higher education in Hawai'i has been advanced to inform UH planning and priorities for 2006 and the future. The agenda underscores the need to:

- Increase the educational capital of the state. The University addresses Hawai'i's educational pipeline issues by partnering with early childhood and K–12 education providers in order to improve student preparation, participation, and performance from preschool through a lifetime of learning.
- Expand workforce development initiatives. Building on a strong liberal arts foundation, the University prepares the full array of workers who are needed in a technologically advanced and globally competitive island state with special attention to areas of critical need.
- Assist in expanding and diversifying the economy. The University expands knowledge and skills through research and training, and contributes to the expansion of the economy and the creation of quality, living wage jobs.
- Address underserved regions and populations of the state, particularly Native Hawaiians. The University ensures that the economy and quality of life are enhanced in all parts of the state and that all Hawai'i's citizens have access to the benefits of postsecondary education.

Functioning as a System

The common purpose of the University of Hawai'i system is to address the public agenda and prepare the liberally educated and highly skilled workforce essential for the future economic success, health, and well being of this island state as it participates in a global society. As a system, the University provides all qualified people in Hawai'i equal opportunity through a variety of entry points and the flexibility to move among parts of the system to achieve educational goals. Accredited as autonomous units, the ten campuses serve multiple missions and pursue distinct pathways in response to state needs. They are bound, nonetheless, by their commitment to functioning as a system in service to the state.

The University of Hawai'i System Strategic Plan: Entering the University's Second Century, 2002–2010 contains the full text of the University's vision, mission, commitments, and core values. It is available on the web at: www.hawaii.edu/ovppp/stratplansys.html

UNIVERSITY OF HAWAI'I CAMPUSES



UH MĀNOA is a research university of international standing, offering bachelor's degrees in 87 fields of study, master's degrees in 87 fields of study, doctorates in 53 fields of study, first professional degrees in architecture, law, and medicine, and a number of certificates. It has widely recognized strengths in tropical agriculture, tropical medicine, oceanography, astronomy, electrical engineering, volcanology, evolutionary biology, comparative philosophy, comparative religion, Hawaiian studies, Pacific Islands studies, Asian studies, and Pacific and Asian regional public health. UH Mānoa offers instruction in more languages than any U.S. institution outside the Department of State.



UH HILO is a comprehensive institution offering baccalaureate liberal arts and professional and selected master's programs. It also offers a PhD in Hawaiian and Indigenous Language and Culture Revitalization and a doctorate in Pharmacy. Baccalaureate degrees are offered in various fields of the humanities, natural sciences, social sciences, and in agriculture, nursing, business, and computer science. Programs emphasize student-faculty collaboration, fieldwork, internships, and hands-on learning. Drawing on the geological, biological, and cultural diversity of the island of Hawai'i, many programs are organized around the theme of "the island as a learning laboratory."



UH WEST O'AHU is a four-year, comprehensive university with an emphasis on baccalaureate education founded in the liberal arts, serving professional, career-related, and applied fields, based on state and regional needs. UH West O'ahu is committed to providing access to residents throughout the state of Hawai'i through its partnerships with the UH community colleges and its delivery of distance education programs. A commitment to student access is demonstrated by a schedule of day, evening, and weekend courses as well as distributed education options for students on all islands.

UH COMMUNITY COLLEGES are open-door, low-tuition institutions offering associate degrees and certificate programs in academic, technical, and occupational subjects.



HAWAI'I COMMUNITY COLLEGE offers a strong liberal arts program, including basic skills, and a comprehensive career technical program that includes business, nursing, trades technology, hospitality, and public service careers. Unique programs at Hawai'i Community College include a Hawaiian Lifestyles Program and Tropical Forest Ecosystem and Agroforestry Management or FOREST Team Program.



HONOLULU COMMUNITY COLLEGE offers a comprehensive liberal arts program and 23 technical-occupational programs, including programs that are not offered at any other campus, for example, marine technologies, cosmetology, refrigeration and air conditioning, aeronautic maintenance, commercial aviation pilot training, and occupational and environmental safety management. The college has created an innovative construction academy with 14 O'ahu high schools, and is home to the Pacific Center for Advanced Technology Training (PCATT) serving Hawai'i's telecommunications and IT community.



KAPI'OLANI COMMUNITY COLLEGE offers a comprehensive liberal arts program. This campus is a statewide leader in health services education with nine unique programs in allied health professions; it offers the state's only legal assisting program and an extensive food service and hospitality education program. The college also offers degree programs in emerging technology fields, including new media arts and biotechnology, as well as programs for those seeking degrees as educational paraprofessionals and as fitness professionals in exercise and sport science.



KAUA'I COMMUNITY COLLEGE offers both a comprehensive liberal arts program and career and technical education responsive to community workforce needs, including nursing, culinary arts, visitor industry, accounting and business technology, transportation technology, building trades, and information technology/electronics. As a University Center and distance learning leader, the college also provides access to baccalaureate and graduate level education for Kaua'i County. Non-credit, short-term courses are focused on skills for the workforce and community interests.



LEEWARD COMMUNITY COLLEGE offers an extensive liberal arts program, combined with selected career technical education offerings, and provides courses in 67 disciplines; unique programs include television production and information and computer sciences. Courses are also offered on-site at the educational center in Wai'anāe which houses the Wai'anāe Health Academy, Ka Lama Education Academy, and the Wai'anāe Maritime Academy.



MAUI COMMUNITY COLLEGE offers a strong liberal arts program and a comprehensive career program that includes business, culinary arts, nursing, trade technology, and public service career fields. Courses are offered through various modalities including face-to-face, WebCT internet-based, and statewide cable and interactive television systems. The first baccalaureate degree in Applied Business and Information Technology (ABIT) has received candidacy status. Through its University Center, the college provides access to baccalaureate and graduate level programs to Maui County residents.



WINDWARD COMMUNITY COLLEGE offers a strong comprehensive liberal arts program and selected career educational programs, including business education and agriculture. The Employment Training Center, located at Windward Community College, provides job training for "at risk" populations in high demand areas such as food service, auto repair, construction occupations, and office technology.

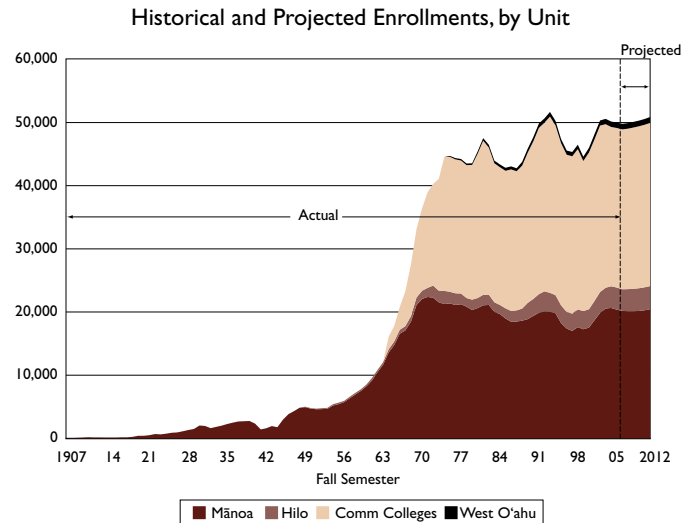
GOAL I: Educational Effectiveness and Student Success

Enabling student success requires an academic culture that supports students and student learning. Measures of student ACCESS, ENGAGEMENT, PERFORMANCE, SATISFACTION, and DIVERSITY are presented to demonstrate the University's progress in establishing an optimum culture for student success.

Access

What is the status of access to the University of Hawai'i?

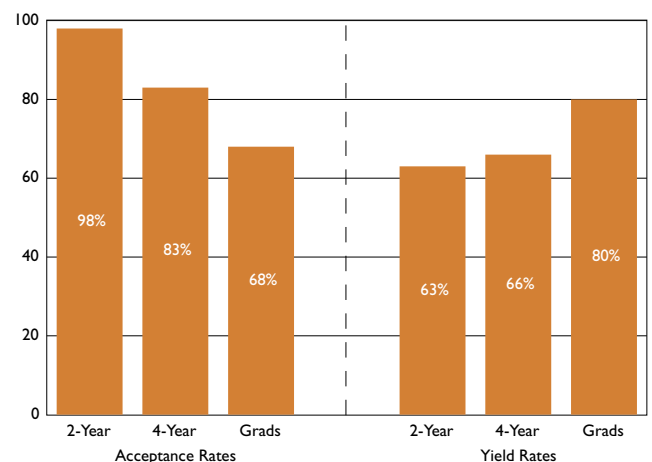
Rapid enrollment growth in the post-war era was followed by an extended period of more stable enrollment. Expanded access helped the UH system post modest overall gains from the early 1970s through the 1990s. From fall 2000 to fall 2005, enrollment increased 12.5 percent. Enrollment is anticipated to remain stable at approximately 50,000.



What are the chances of a Hawai'i resident being admitted to the University of Hawai'i and how many actually enroll?

Acceptance rates demonstrate that there is a place within the UH System for students who prepare themselves for postsecondary education. Yield rates indicate how many eventually enrolled. In fall 2005, approximately two-thirds of resident undergraduates accepted at a UH campus enrolled. A larger portion of admitted graduate students enrolled.

UH Admission Activity by Residents, by Level Fall 2005



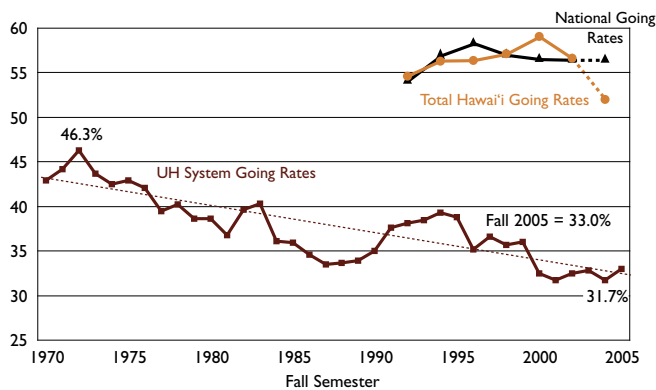
Note on sources:
Where otherwise not referenced, student and enrollment data are from UH Management and Planning Support (MAPS) reports. Other data originate with UH vice presidents/chancellors' and other campus offices.

Note: Acceptance rate is the total accepted divided by the total applied. Yield rate is the total enrolled divided by the total accepted. "Grads" exclude applicants to UH Mānoa Schools of Law and Medicine and post-baccalaureate certificate programs, and to students applying as unclassified graduates.

What is the going rate of recent Hawai'i high school graduates who attend the UH?

After reaching a historical low of approximately 32 percent in fall 2001, the going rate of recent Hawai'i high school graduates into the University of Hawai'i campuses increased to 33 percent in fall 2005. One of the University's priorities is to address its declining going rate through various statewide partnerships (for more detail, refer to the Educational Pipeline section on page 21). National and state going rates have averaged in the mid- to upper 50 percent ranges.

Going Rates of Public and Private High Schools, UH System, State of Hawai'i, and the Nation



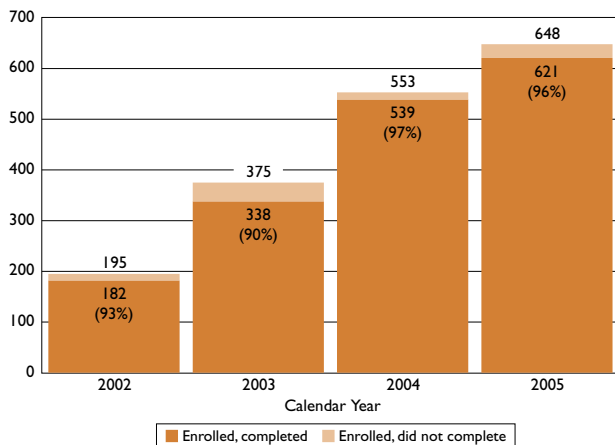
Note: Data for state and national rates are available for even years only; 2004 data are preliminary. The going rate is the percentage of high school graduates entering college without delay upon graduation from high school.

MAPS (UH DATA); NATIONAL CENTER FOR EDUCATION STATISTICS (HAWAII); NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS (NATIONAL)

What opportunities are available for high school students to begin college work?

Running Start is a joint-credit collaboration between the Department of Education and University of Hawai'i whereby students can work toward a college degree and a high school diploma at the same time. All seven UH Community Colleges as well as UH Hilo participate in Running Start. Since the program's inception in 2002, enrollments in Running Start courses have more than tripled. The completion rates of high school students taking Running Start courses have remained consistently high, ranging from 90–97 percent.

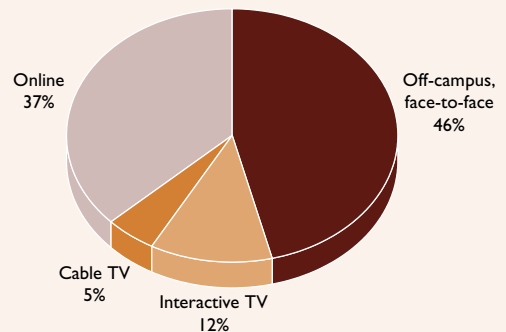
Running Start Course Enrollments



What is the status of off-campus access to UH credit programs?

"Off-campus, face-to-face" and "online" methods of delivery comprised 83 percent of distance/distributed learning classes offered in fall 2006. "Off-campus, face-to-face" refers to instructors travelling to off-campus locations to teach students. Less than half of the distance/distributed learning classes are now taught through traditional face-to-face interaction.

Distance/Distributed Learning Classes by Delivery Mode Fall 2006



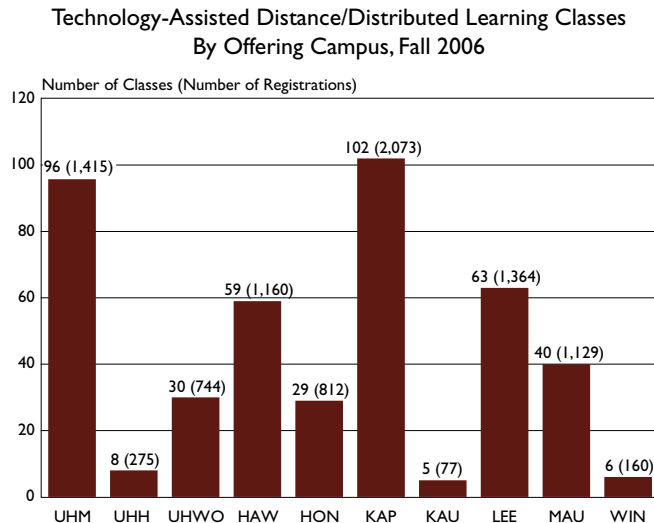
Note: Online refers to "online via the Internet" and "online and on/off-campus site."

Cable TV refers to "public access cable TV."

Interactive TV refers to "interactive TV (including HITS)" and "interactive TV and on/off-campus site."

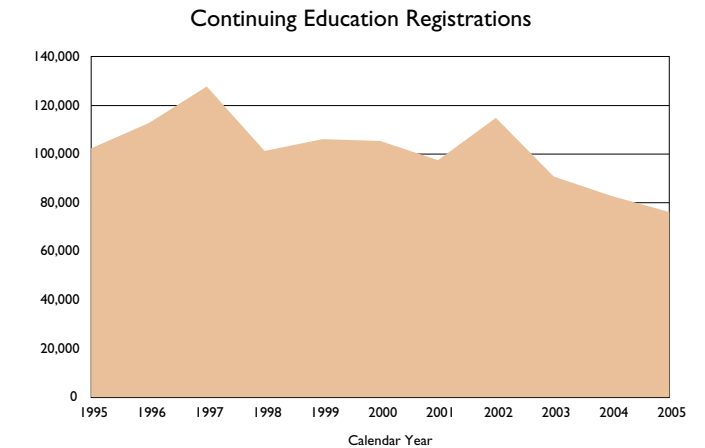
What are the opportunities for non-credit continuing education across the UH system?

In fall 2006, 438 technology-assisted (excludes off-campus face-to-face) classes were delivered off-campus to students in-state and out-of-state. These classes accounted for 9,209 registrations. Among them, four were podcasting courses taken by 57 students. Classes apply to certification, associate, baccalaureate, and graduate degrees.



More than 40 credentials and degrees, in whole or in part, are offered to Hawai'i residents using distance delivery. Courses offered may range from island-specific to worldwide. For example, UH provides access to classes in education, nursing, and business internationally while the AAS in Applied Trades is offered only on O'ahu at off-site locations. Many of the programs address state workforce and professional development needs.

Registrations for University of Hawai'i non-credit continuing education programs have declined over the past decade. In 2005, there were roughly 76,000 registrations compared to 102,000 registrations in 1995. Registrations reached a high in 1997 at approximately 128,000.



Note: Though data quality has improved in recent years, varying quality and changes in reporting procedures may have affected past continuing education enrollment statistics. Comparisons should therefore be interpreted with caution.

Distance/Distributed Learning Credential Programs

GRADUATE DEGREES

- Accounting (MAcc)
- Business Administration (MBA)
- Curriculum Studies, Middle Level Emphasis (MLMED)
- Early Childhood Education (MEd)
- Educational Administration (K-12) (MEd)
- Educational Foundations (MEd)
- Educational Technology (MEd)
- Human Resources Management (MHRM)
- Information & Computer Science (MS)
- Library & Information Science (MLISc)
- Music Education (MA)
- Nursing (MS and PhD)
- Rehabilitation Counseling (MEd)
- Social Work (MSW)

GRADUATE CERTIFICATES

- Executive Accounting
- Post-baccalaureate Certificate in Secondary Education
- Post-baccalaureate Certificate in Special Education
- Public Health Certificate in Maternal and Child Health
- Telecommunication and Information Resource Management

BACHELOR'S DEGREES

- Business Administration (BA)
- Early Childhood Education (BA)
- Elementary Education (BEEd)
- Interdisciplinary Studies, Human Relations in Organizations (BA)
- Interdisciplinary Studies, Information Resource Management (BA)
- Nursing (RN to BSN)
- Psychology (BA)
- Social Sciences (BA)

BACHELOR'S CERTIFICATES

- Substance Abuse and Addiction Studies
- Hawaiian Medium Teacher Education

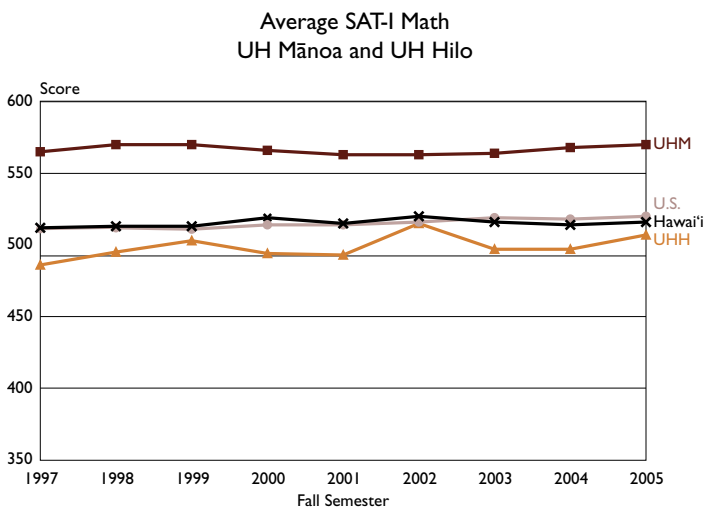
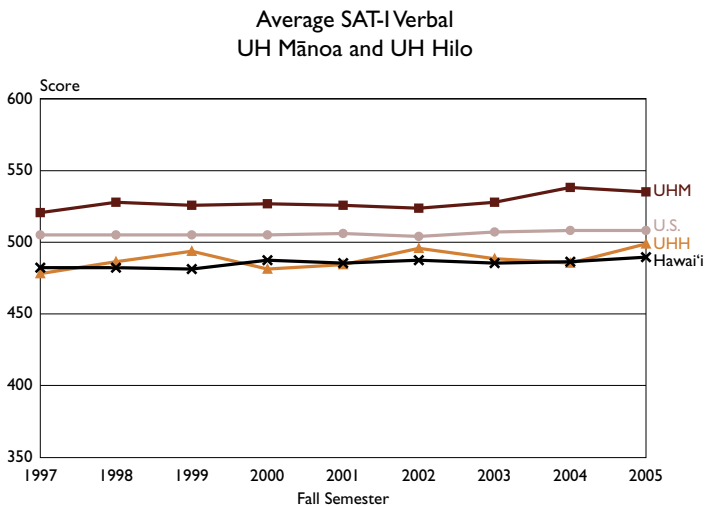
ASSOCIATE/CERTIFICATES

- Administration of Justice
- Agricultural Careers
- Associate of Arts
- Applied Trades
- Business Careers
- Business Technology
- Deaf Studies, Educational Assistant
- Deaf Studies, Educational Paraprofessionals
- Early Childhood Education
- Fire & Environmental Emergency Response
- Food Science
- Food Service and Hotel Operations
- Forestry
- Hawaiian Lifestyles
- Hotel Operations
- Human Services
- Medical Assisting
- Nurse Aide
- Personal Care Attendant
- Practical Nursing
- Substance Abuse Counseling

How do UH Mānoa and UH Hilo perform on freshmen selectivity measures?

Scholastic Assessment Test (SAT) math and verbal scores for entering freshmen at UH Mānoa are consistently above the U.S. and Hawai'i norms.

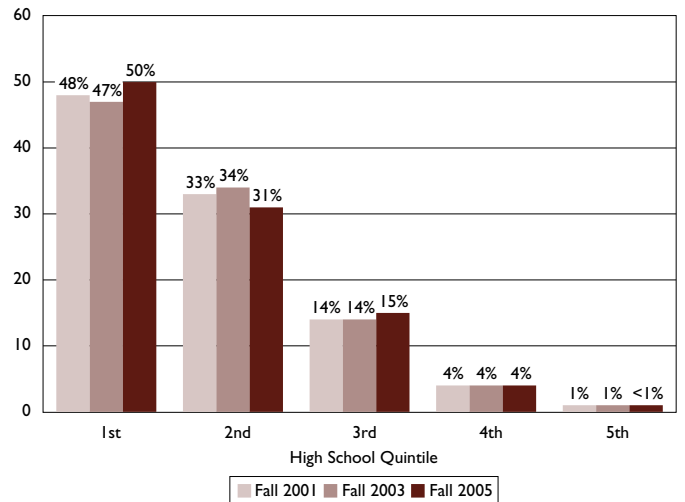
UH Hilo entering freshmen verbal scores are comparable to Hawai'i norms but math scores are slightly lower.



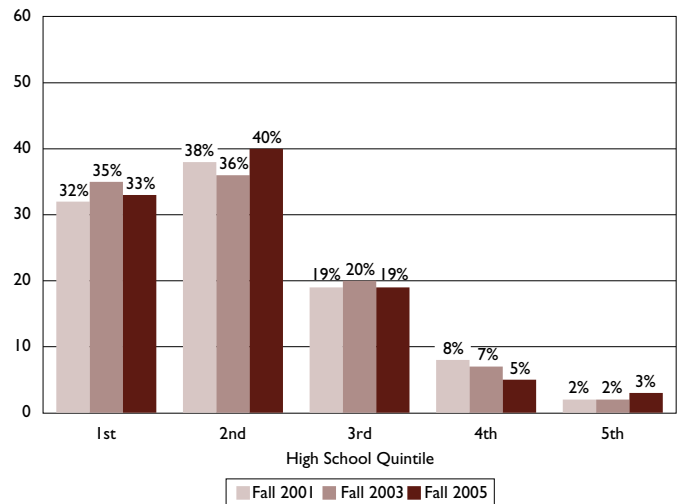
Note: All scores are recentered scores.
As an upper division institution, UH West O'ahu is not included; it will admit its first freshman class in fall 2007.

Approximately one-half of UH Mānoa and one-third of UH Hilo first-time freshmen graduate in the top 20 percent of their high school class.

Matriculation by High School Rank
UH Mānoa



Matriculation by High School Rank
UH Hilo



Note: Percentages are based on students for whom high school rankings are available.
As an upper division institution, UH West O'ahu is not included; it will admit its first freshman class in fall 2007.

Student Engagement

Research on college student development shows that the time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development. Two national surveys, the National Survey of Student Engagement (NSSE) and the Community College Survey of Student Engagement (CCSSE), focus on student engagement—student behaviors and institutional practices that are highly correlated with student learning and retention.

How engaged are University of Hawai'i students in their educational experience at upper division/four-year campuses?

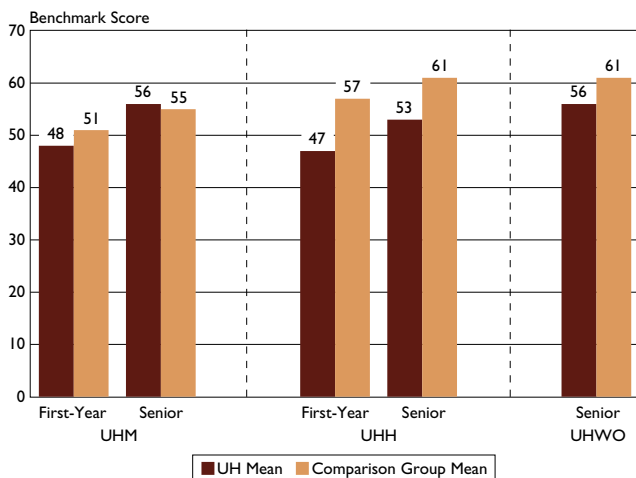
On the NSSE survey, five benchmarks of effective educational practice encompass multiple indicators. As benchmarks, these results provide comparisons with peer institutions and serve as baseline indicators against which future progress can be measured. UH Mānoa, UH Hilo, and UH West O'ahu campuses participate in NSSE. Results from the 2005 survey are illustrated below.

Benchmark #1 Level of Academic Challenge

Academic Challenge represents the nature and amount of assigned academic work, the complexity of the cognitive tasks required of students, and the standards faculty members use to evaluate student performance.

UH Mānoa seniors report a slightly greater level of academic challenge than seniors from their comparison group. Other UH groups report lower levels of academic challenge than their peer counterparts; however, academic challenge is perceived to increase by the time students reach their senior year.

Level of Academic Challenge

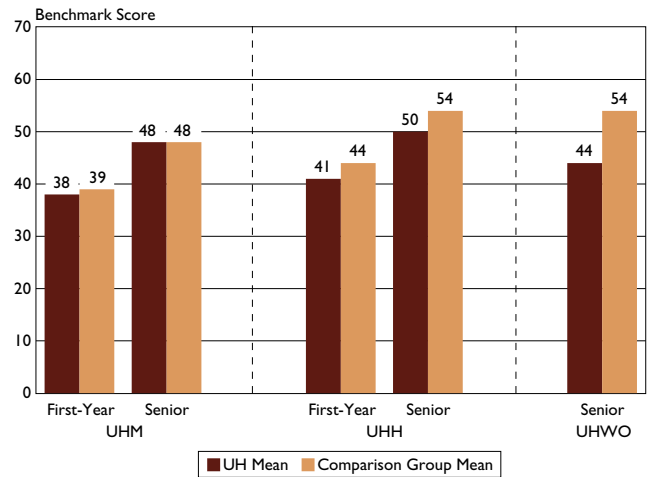


Benchmark #2 Active and Collaborative Learning

Active and Collaborative Learning represents the extent to which students are actively involved in their learning through discussions, presentations, group projects, and community projects.

UH Mānoa students report a similar level of active and collaborative learning as their peer counterparts. All other groups report lower levels relative to their peers.

Active and Collaborative Learning

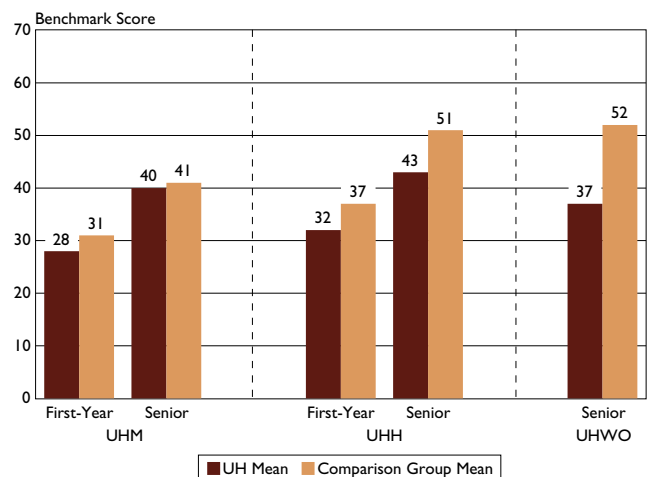


Benchmark #3 Student-Faculty Interaction

Student-Faculty Interaction captures the personal interaction between students and their instructors as evidenced by discussions about grades and assignments, projects outside the classroom, and talks about career plans.

UH students, both first-year and seniors, report lower levels of student-faculty interaction compared to their national counterparts. UH Mānoa senior scores were closest to their peers; UH West O'ahu senior scores varied the most from their peers.

Student-Faculty Interaction

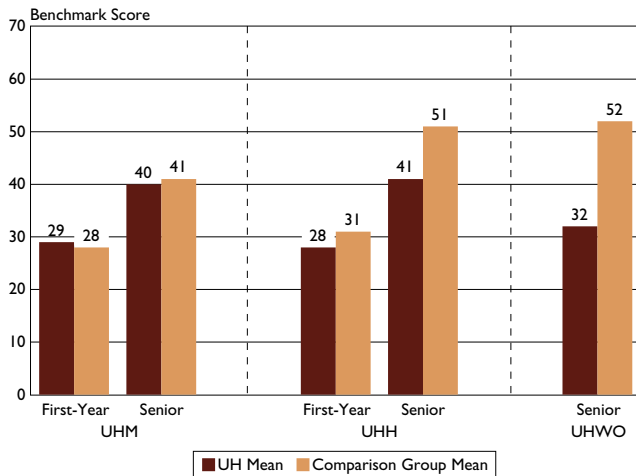


Note: NSSE survey results are based on UH West O'ahu's former standing as an upper division institution.
NATIONAL SURVEY OF STUDENT ENGAGEMENT 2005

Benchmark #4 Enriching Educational Experiences

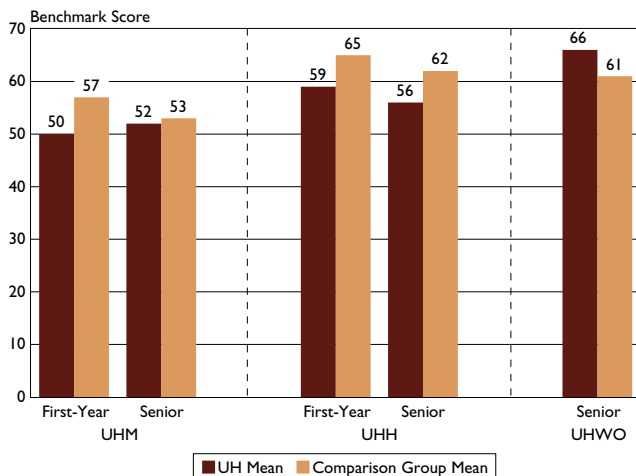
Enriching Educational Experiences are those activities that complement the academic program such as student government, community service, capstone experiences, and interacting with a diverse group of students.

UH Mānoa first-year students report having an enriching educational experience that slightly exceeds their peers. Other UH groups report fewer activities that complement their academic progress compared to their national counterparts.

Enriching Educational Experiences**Benchmark #5 Supportive Campus Environment**

Supportive Campus Environment provides support for student success, helps students cope with non-academic issues, and promotes quality relations among students, faculty, and staff.

In contrast to the previous benchmark, UH West O'ahu seniors report a level of support on their campus that exceeds their peers. All other UH groups report less of a supportive campus environment than what their peers report.

Supportive Campus Environment

Note: NSSE survey results are based on UH West O'ahu's former standing as an upper division institution.

NATIONAL SURVEY OF STUDENT ENGAGEMENT 2005

How engaged are University of Hawai'i students in their educational experience at lower division campuses?

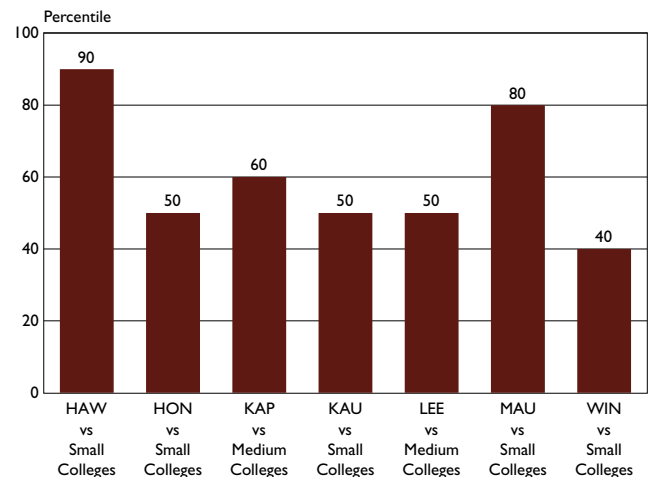
The Community College Survey of Student Engagement (CCSSE) focuses on five benchmarks of student engagement—institutional practices and student behaviors that are highly correlated with student learning and retention.

The following percentiles from the 2006 CCSSE survey demonstrate the performance of each UH community college relative to its comparably-sized peers. These results serve as baseline data against which future progress can be measured.

Benchmark #1 Active and Collaborative Learning

Through collaboration with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, community, and their personal lives.

Relative to comparably-sized peers, two out of seven UH community colleges are at or above the 80th percentile in the area of active and collaborative learning, four are at or above the 50th percentile, and one is below.

Active and Collaborative Learning

Note: Prior to CCSSE 2006, Honolulu CC was a Medium College.

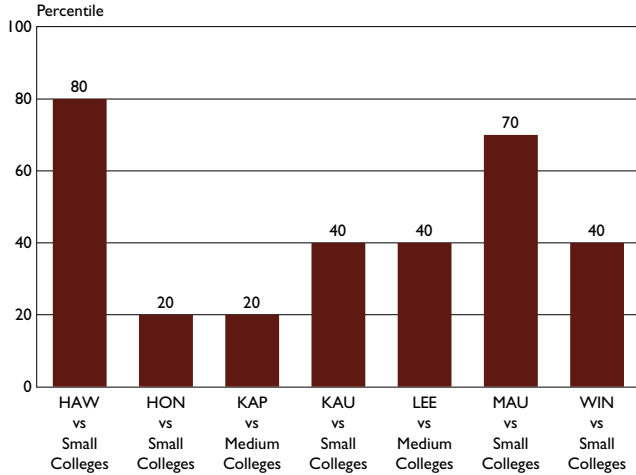
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2006

Benchmark #2 Student Effort

"Time on task" is a key variable in success, and there are a variety of settings and means through which students may apply themselves to the learning process.

Of the five benchmark categories, the UH Community Colleges scored least favorably in the area of student effort. When compared to like institutions, two campuses scored above the 50th percentile. Two campuses scored at the 20th percentile.

Student Effort

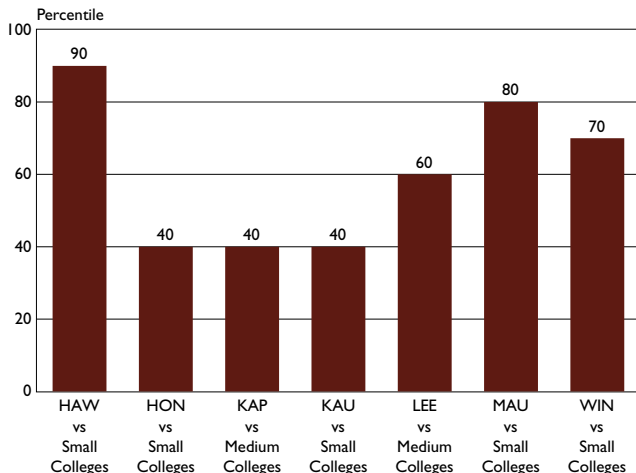


Benchmark #3 Academic Challenge

Academic Challenge represents the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

Students found the academic challenge of the UH Community Colleges at or above the 60th percentile at four out of seven campuses when compared to similar-sized colleges. Students at the remaining three campuses report a lower level of academic challenge, suggesting they can be challenged further than they have been.

Academic Challenge

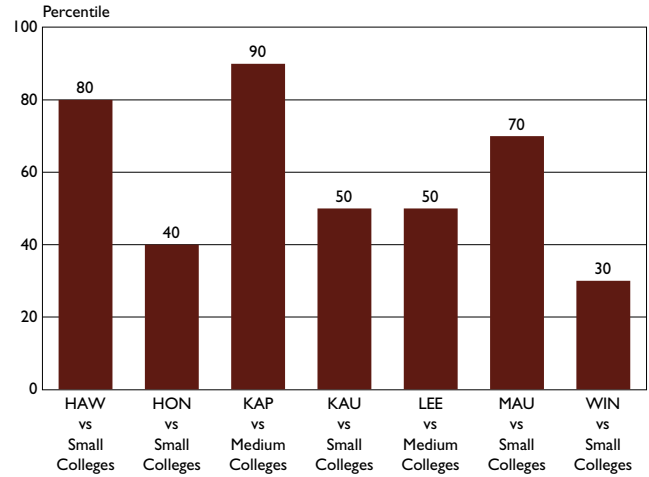


Benchmark #4 Student-Faculty Interaction

Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress.

The UH Community Colleges scores relative to their peers ranged from a low in the 30th percentile to a high in the 90th percentile.

Student-Faculty Interaction

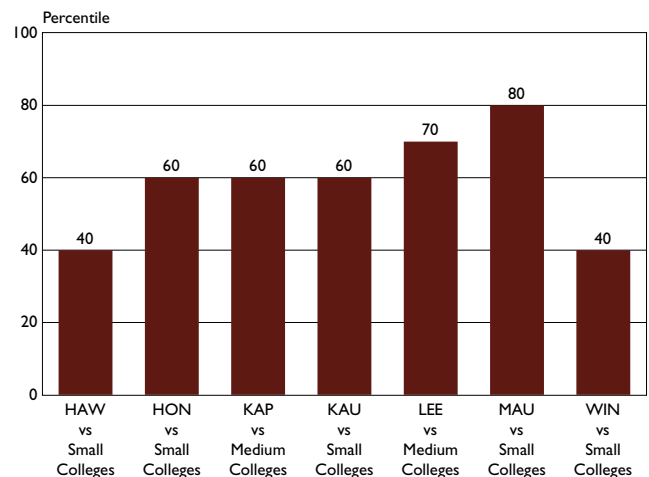


Benchmark #5 Support for Learners

Community college students benefit from services targeted to assist them with academic and career planning, academic skill development, and other issues that may affect both learning and retention.

On this indicator, five of the colleges are at the 60th percentile or higher relative to comparable-sized colleges.

Support for Learners



Note: Prior to CCSSE 2006, Honolulu CC was a Medium College.

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2006

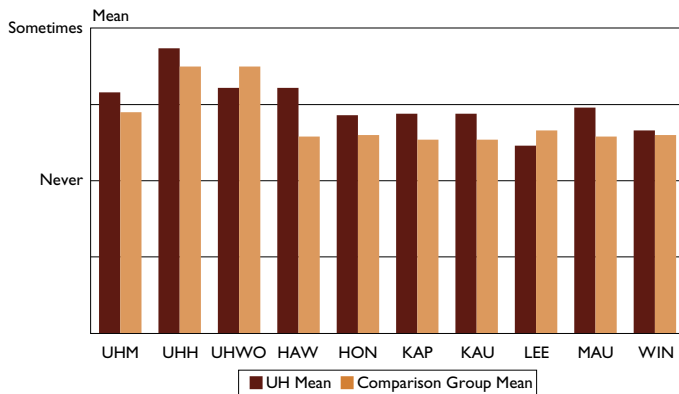
How does UH student participation in community-based projects compare to national levels?

Opportunities for experiential learning include—but are not limited to—internships, cooperative education placements, volunteer positions, fellowships, and practica. Service learning opportunities involve instructional strategies that link community service and academic study so that one strengthens the other.

The NSSE and CCSSE surveys include a question on how frequently students participate in community-based projects as part of a class requirement.

UH students participate in community-based activities more often than their national counterparts, though as a whole, participation is low for all groups. UH and national comparison group responses fell somewhere between *Sometimes* (2.0) and *Never* (1.0).

How Often Have You Participated in a Community-Based Project as a Part of a Regular Course (e.g., Service Learning)?



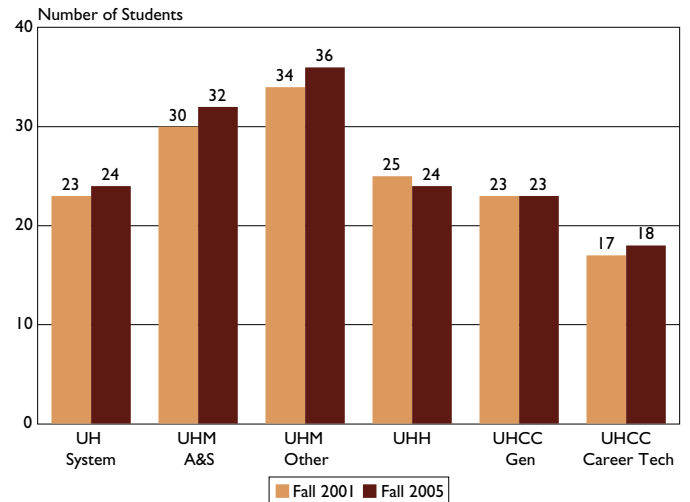
Note: Based on a 4.0 scale. Never=1; Sometimes=2; Often=3; Very Often=4.
UHM, UHH, and UHWO reflect senior student responses.

NATIONAL SURVEY OF STUDENT ENGAGEMENT 2005
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2006

What is the usual UH undergraduate student experience in terms of class size and faculty type?

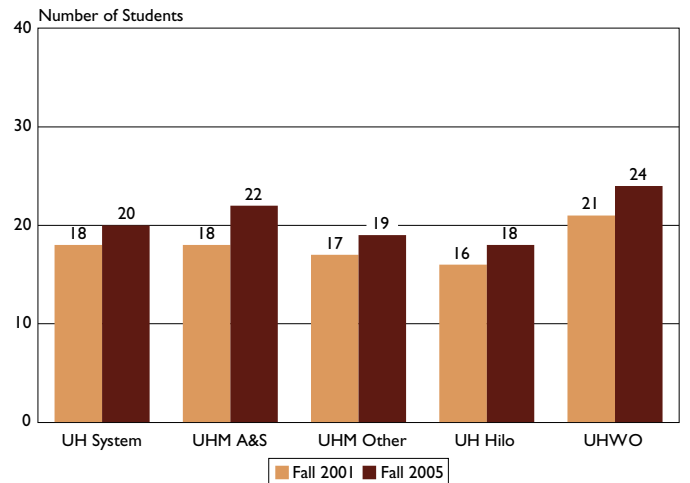
The UH System lower division average class size was 24. UH Mānoa and UH Community Colleges Career and Technical Education experienced slight increases from five years ago.

UH Average Class Size Lower Division



The UH System upper division average class size increased to 20 in fall 2005; campus averages range between 18 and 24.

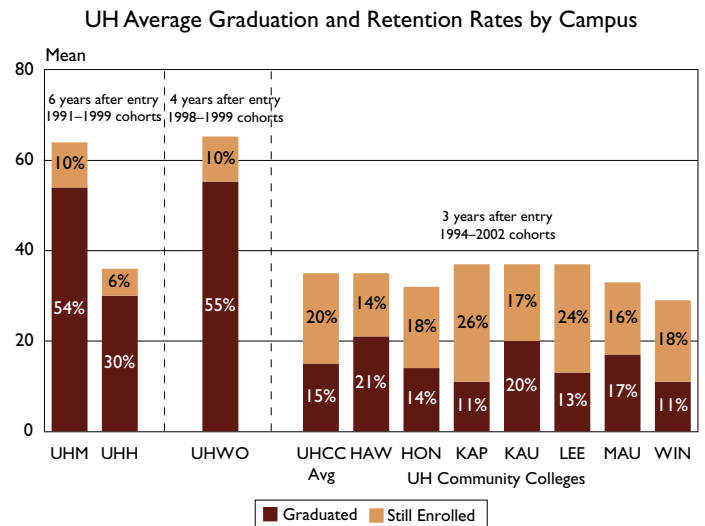
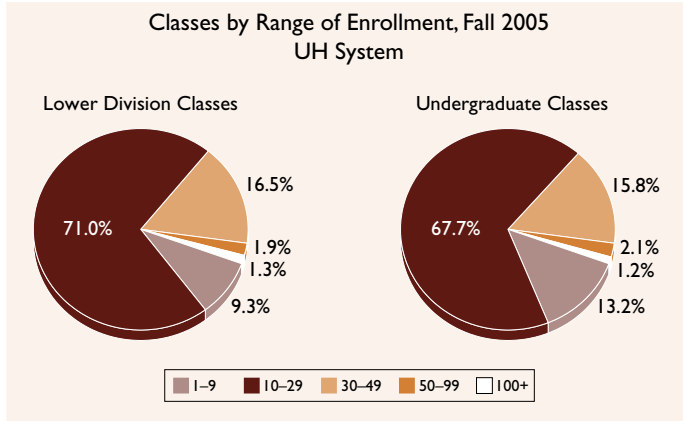
UH Average Class Size Upper Division



Student Performance

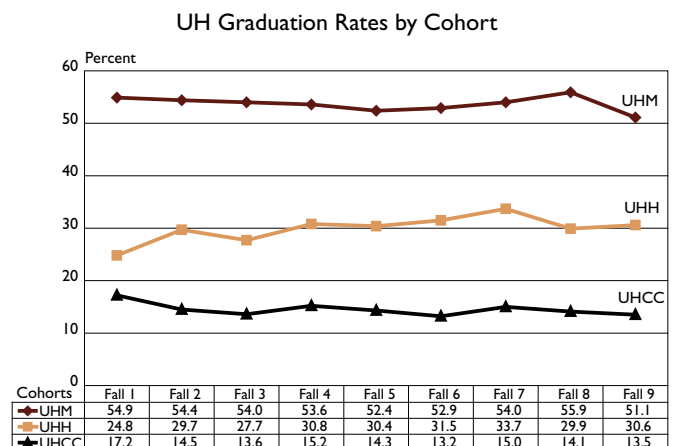
What are the UH graduation and retention outcomes for entering students?

Approximately 80 percent of all UH lower division and undergraduate classes enroll less than 30 students.



Note: Graduation rate is the percentage of full-time, first-time, degree/certificate-seeking undergraduates that graduated six years after entry at UHM and UHH and three years after entry at the UHCC. UHWO's graduation rate is based on new, first-time transfers who graduated four years after entry. Retention rate is the percentage still enrolled at the same institution.

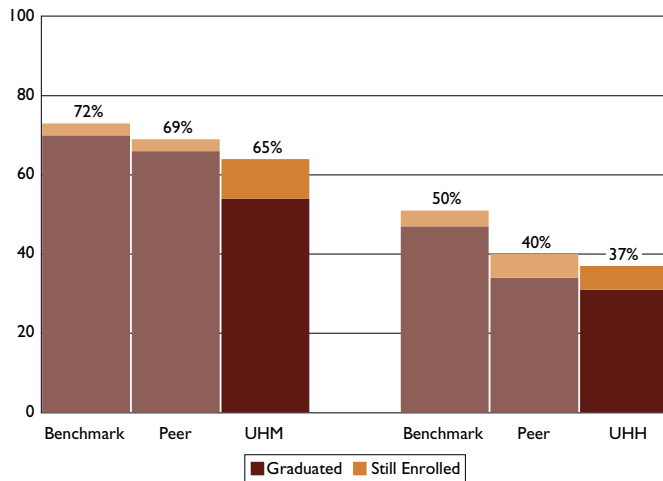
While the previous graph reflects a combination of graduation and retention data, the following illustrates UH graduation rates by cohort year. UH Mānoa's graduation rate has been in the low to mid-50 range, with its 1999 cohort reaching a low of 51 percent. UH Hilo rates have fluctuated around the 30 percent range. The UH Community Colleges have remained in the low to mid-teens after experiencing a high of 17 percent with their 1994 cohort.



Note: For UHM and UHH, Fall 1=1991 cohort, Fall 9=1999 cohort. For UHCC, Fall 1=1994 cohort, Fall 9=2002 cohort. UHM and UHH graduation rates based on completion within six years. UHCC graduate rate based on completion within three years. UHWO data are excluded due to limited cohort years.

UH Mānoa's six-year graduation and retention rate for first-time students is lower than the average rates for peer and benchmark groups. UH Hilo's six-year graduation and retention rate for first-time students is lower than the average rate for its benchmark group and slightly lower than the average rate for its peer group.

Average Six-Year Graduation and Retention Rates
UH Mānoa (1990–1998) and UH Hilo (1994–1998) Cohorts

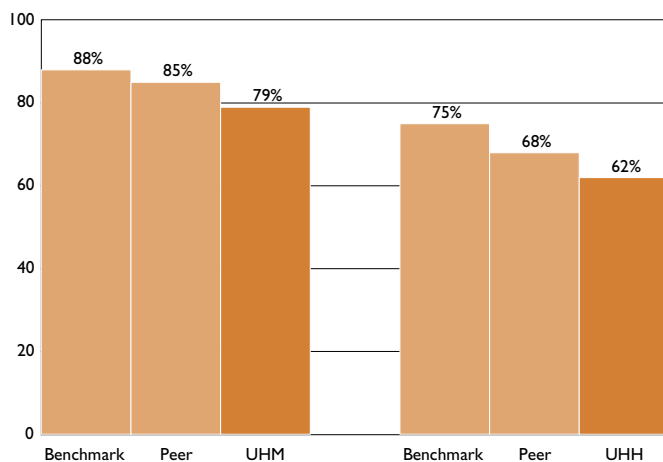


Note: First-time, full-time, degree-seeking freshmen.
UHM=F90–98 cohorts; UHH=F94–98 cohorts as of 2004.

CONSORTIUM FOR STUDENT RETENTION DATA EXCHANGE SURVEYS

The average one-year retention rate for first-time students at UH Mānoa and UH Hilo is lower than the average rates for peer and benchmark groups.

Average One-Year Retention Rates
UH Mānoa (1990–2003) and UH Hilo (1994–2003) Cohorts



Note: First-time, full-time, degree-seeking freshmen.
UHM=F90–03 cohorts; UHH=F94–03 cohorts as of 2004.

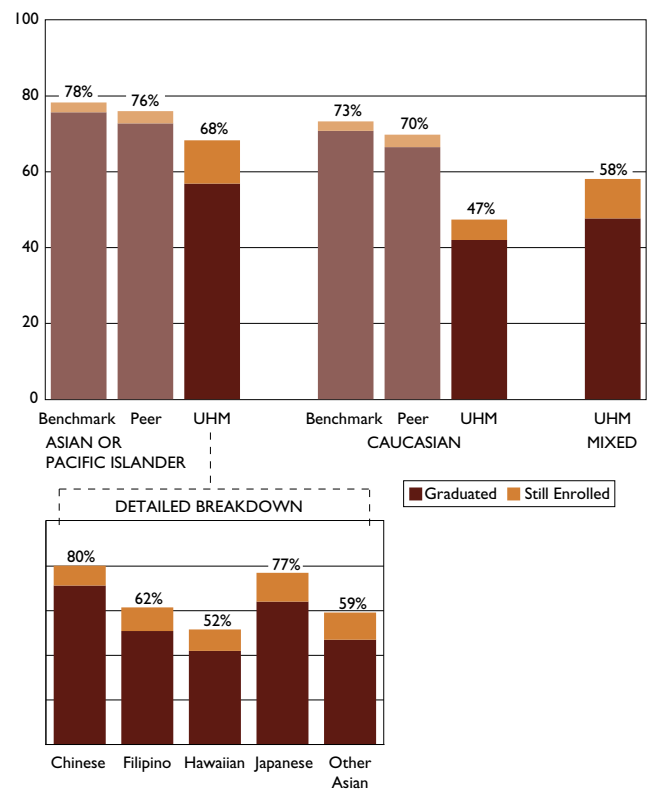
CONSORTIUM FOR STUDENT RETENTION DATA EXCHANGE SURVEYS

What are the graduation and retention outcomes for ethnic groups?

The graduation and retention rate for Asian/Pacific Islanders at UH Mānoa is lower than the rates for peer and benchmark groups. Within UH Mānoa's Asian/Pacific Islander category, Chinese and Japanese graduation rates are higher than or comparable to peer and benchmark groups, while the rates for Filipino, Hawaiian, and the other Asian categories are lower.

The graduation and retention rate for Caucasians at UH Mānoa is considerably lower than the rates for peer and benchmark groups.

Average Six-Year Graduation and Retention Rates by Ethnicity
UH Mānoa (1990–1998) Cohorts



Note: First-time, full-time, degree-seeking freshmen, F90–98 cohorts as of 2004.
Other institutions do not have a Mixed ethnic category and UHM enrollments for other ethnic groups such as Hispanics and African Americans are too small for comparison.
Though U.S. Office of Management and Budget (OMB) federal reporting standards on race and ethnicity have changed recently, they previously defined the Asian or Pacific Islander category to include Native Hawaiians and other Pacific Islanders. Available data can only be aggregated as shown here.

CONSORTIUM FOR STUDENT RETENTION DATA EXCHANGE SURVEYS

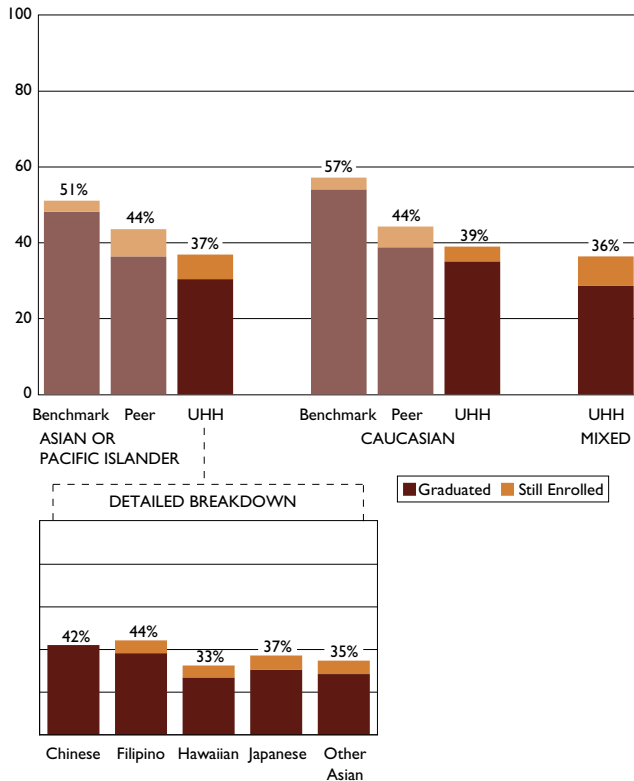
In a national study focusing on the success of African-American, Latino, and Native-American students at flagship universities, UH Mānoa earned a grade of A. Success is defined as receiving a bachelor's degree within six years of entry.

THE EDUCATION TRUST
ENGINES OF INEQUALITY: DIMINISHING EQUITY IN THE NATION'S PREMIER PUBLIC UNIVERSITIES, 2006

The graduation and retention rate for Asian/Pacific Islanders at UH Hilo is lower than the rates for the benchmark and peer groups. Within UH Hilo's Asian/Pacific Islander category, Chinese and Filipino students show comparable graduation and retention rates to the peer group, while the rates for Hawaiian, Japanese, and the Other Asian categories are lower.

The graduation and retention rate for Caucasians at UH Hilo is lower than those for both peer and benchmark groups.

**Average Six-Year Graduation and Retention Rates by Ethnicity
UH Hilo (1994–1998) Cohorts**



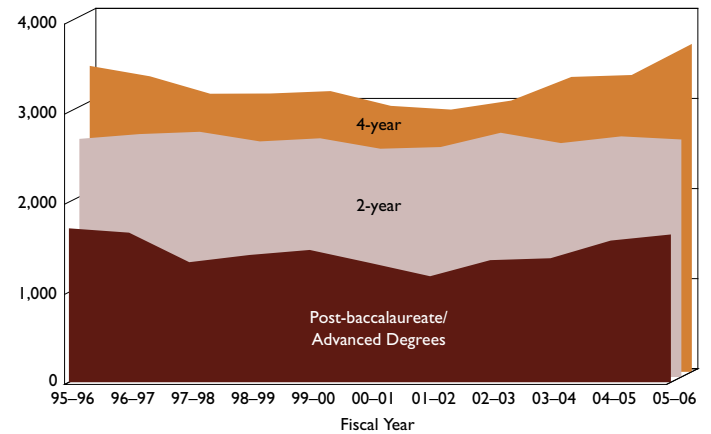
Note: First-time, full-time, degree-seeking freshmen, F94–98 cohorts as of 2004. Other institutions do not have a Mixed ethnic category and UHH enrollments for other ethnic groups such as Hispanics and African Americans are too small for comparison. Though U.S. Office of Management and Budget (OMB) federal reporting standards on race and ethnicity have changed recently, they previously defined the Asian or Pacific Islander category to include Native Hawaiians and other Pacific Islanders. Available data can only be aggregated as shown here.

CONSORTIUM FOR STUDENT RETENTION DATA EXCHANGE SURVEYS

What is the volume of credentials awarded annually by UH?

On the average, over 7,000 degrees and certificates are awarded annually by UH.

UH Degrees and Certificates Awarded, by Level



Note: UH Community College certificates refer to Certificates of Achievement only.

What share of eligible students pass external exams in their field of study?

University of Hawai'i students and graduates are scoring well on national and state exams in their fields of study.

Community College Programs. During 2003–2005, over 90 percent of the UH Community College graduates who sat for the following national and state licensing examinations passed on their first attempt.

Licensing Examination Passed	
Health Care-Related	Other Technologies
Emergency Medical Technician (KAP)	Autobody Repair & Painting (HON)
Medical Laboratory Technician (KAP)	Automotive Technology (HON)
Occupational Therapy Assistant (KAP)	Commercial Pilot (HON)
Physical Therapist Assistant (KAP)	Cosmetology (HON)
Practical Nursing (HAW, KAP, MAU)	Esthetician (HON)
Radiologic Technician (KAP)	FAA Airframe & Powerplant (HON)
Respiratory Care (KAP)	Flight Instructor (HON)
Substance Abuse Counseling (LEE)	Private Pilot (HON)

Dental Hygiene. Over 90 percent of UH Mānoa Dental Hygiene students taking the national licensing exam passed on their first attempt for the past three years (100% in 2004; 94% in 2005 and 2006).

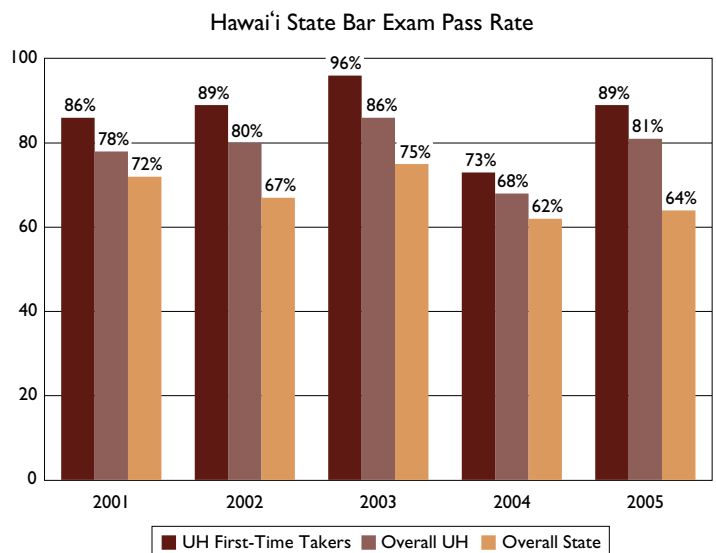
Education. In AY 2004–05, over 80 percent of UH Mānoa College of Education and UH Hilo education graduates passed the professional knowledge portion of the Praxis Teacher Certification Exam. Pass rates for the various Praxis assessment areas for UH Mānoa and UH Hilo graduates and for the state of Hawai'i (which includes UH graduates) are provided below.

Praxis Teacher Certification Exam, AY 2004–05			
ASSESSMENT AREA	UHM COE PASS RATE	UHH ED PASS RATE	HAWAII PASS RATE
Principles of Learning & Teaching			
K–6	93%	83%	88%
7–12	96%	100%	97%
Elementary			
Curriculum, Instruction, & Assessment	84%	86%	83%
Content Area Exercise	100%	100%	100%
English			
Lang. Literature, & Composition Content	96%	—	96%
Lang. Literature, & Composition Pedagogy	92%	—	93%
Mathematics			
Content Knowledge	100%	—	100%
Pedagogy	91%	—	91%
Social Studies			
Content Knowledge	95%	—	94%
Pedagogy	90%	—	92%
Teaching Special Populations			
Knowledge-Based Core Principles	97%	—	99%
Application of Core Principles	100%	—	93%

ETS. At UH Hilo, the Educational Testing Service (ETS) Major Field Achievement Test provides national comparisons and serves as a vehicle for program improvement. UH Hilo students usually perform at or above the national mean.

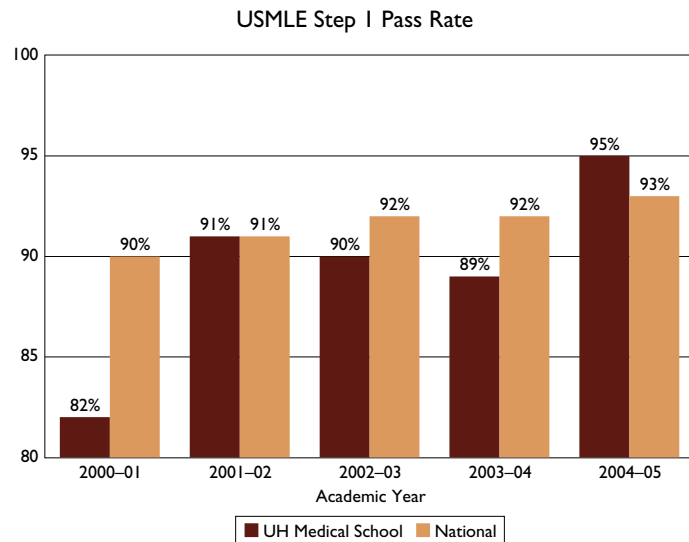
UH Hilo ETS Major Field Achievement Mean Test Scores								
	2002		2003		2004		2005	
	UHH	Nat'l	UHH	Nat'l	UHH	Nat'l	UHH	Nat'l
Accounting	54	48	47	44	44	45	43	45
Computer Science	159	147	157	147	161	149	172	149
Economics	46	40	46	43	47	43	48	43
Management	61	53	63	57	57	57	63	57
Quantitative Business Analysis	62	49	56	55	59	56	60	56
Finance	46	38	38	36	38	36	38	36
Marketing	50	47	51	46	48	47	54	47
Legal/Social Environment	47	41	52	48	46	50	52	50
International Issues	45	44	55	44	49	44	52	44

Law. Graduates of the UH Mānoa William S. Richardson School of Law are consistently outperforming Hawai'i bar exam test takers from other law schools. In 2005, 89 percent of UH Mānoa Law School graduates passed the Hawai'i state bar exam on their first attempt and the overall pass rate (81%) was higher than the state rate (64%).

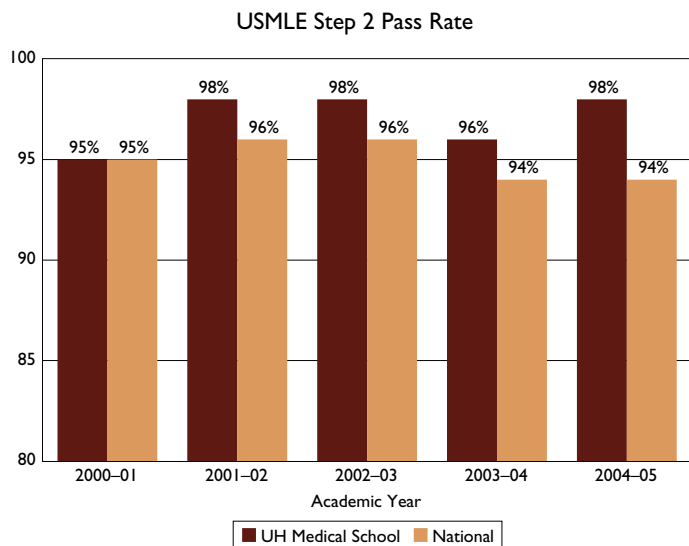


Medical Technology. From 2001 to 2006, all UH Mānoa Medical Technology students passed the national certification exams on their first attempt and scores were consistently above the national average.

Medicine. Medical students need to pass two exams prior to the completion of one year of residency. Students at the UH Mānoa John A. Burns School of Medicine (JABSOM) attained pass rates on the United States Medical Licensing Exam (USMLE) Step 1 Examination that are generally close or comparable to the national average. Those taking the exam in AY 2004–05 achieved an average total score above the national average.

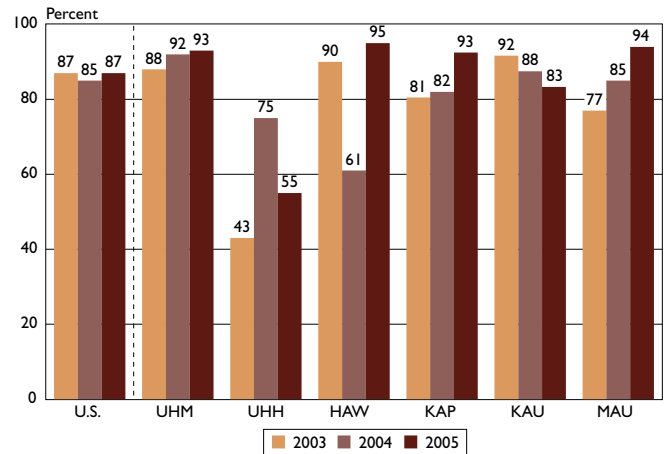


JABSOM medical students performed very well on the USMLE Step 2 Exam, consistently achieving pass rates that equaled or exceeded the national average.



Nursing. Graduates of RN nursing programs must pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN) before they may practice nursing. The purpose of this exam is to ensure the public's protection. The exam measures the competencies needed to safely and effectively perform as a newly licensed, entry-level registered nurse.

National Council for Licensing Examinations (NCLEX) Pass Rate



Note: First-time test takers; registered nurses (RN) only.

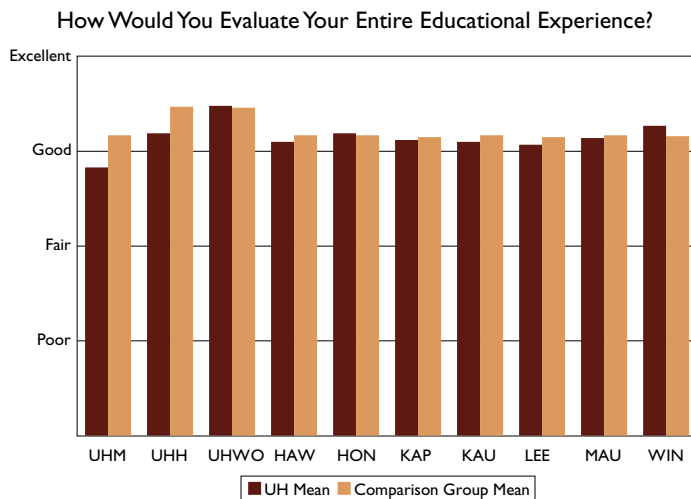
Surgical Care. Over the past three years (2004–2006), 100 percent of residents in the Surgical Residency Program have passed the American Board of Surgery (ABS) qualifying exam on their first attempt.

For the past six years (2001–2006), all fellows in the Surgical Critical Care Fellowship Program have passed the American Board of Surgery certifying exam for Surgical Critical Care on their first attempt.

Student Satisfaction

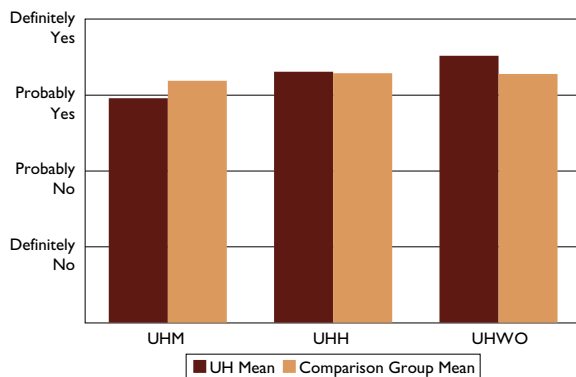
How satisfied are students with their educational experience?

The 2005 NSSE and 2006 CCSSE student surveys include one direct measure of student satisfaction: "How would you evaluate your entire educational experience at this institution?" In response to this question, the responses of students enrolled at the ten UH campuses ranged from 2.83 at UH Mānoa to 3.48 at UH West O'ahu (on a scale of 1 to 4, with 1=Poor and 4=Excellent). The range of responses from comparable institutions is 3.15 to 3.47.



The NSSE survey includes a second question that measures satisfaction: "If you could start over again, would you go to the same institution you are now attending?" The range of responses (from 2.96 at UH Mānoa to 3.52 at UH West O'ahu) indicates that students attending the three upper division campuses would *Probably* attend the same institution if they could start over again. The range of responses from comparable institutions is 3.19 to 3.29. UH Hilo and UH West O'ahu's seniors indicated a level of satisfaction that exceeded their comparison groups.

If You Could Start Over Again, Would You Go to the Same Institution You Are Now Attending?



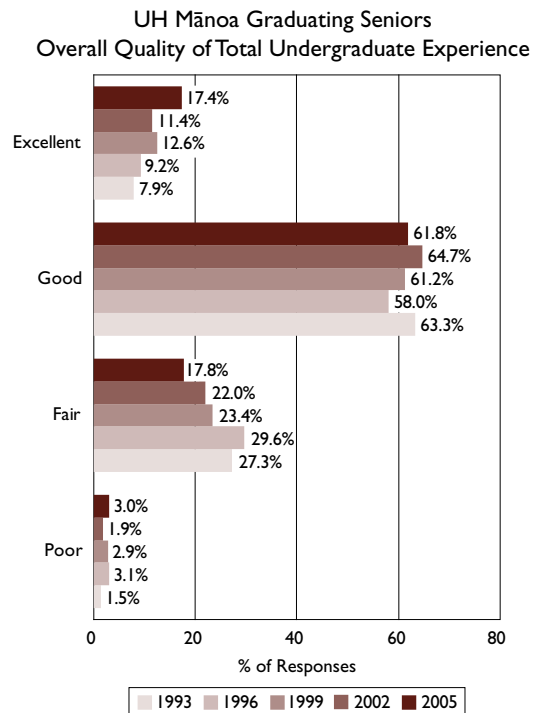
NATIONAL SURVEY OF STUDENT ENGAGEMENT 2005

Similarly, UH Community College students were asked by CCSSE if they would recommend their college to a friend or family member. Between 91 and 98 percent responded positively.

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2006

GRADUATES

Nearly 80 percent of UH Mānoa's spring 2005 graduating seniors rated the overall quality of their academic experience as either *Good* or *Excellent*. Comparisons with past survey results should be made with caution as respondents and data distribution vary; however, there does appear to be a general increase in the share of students rating their academic experience at UH Mānoa as *Excellent*.



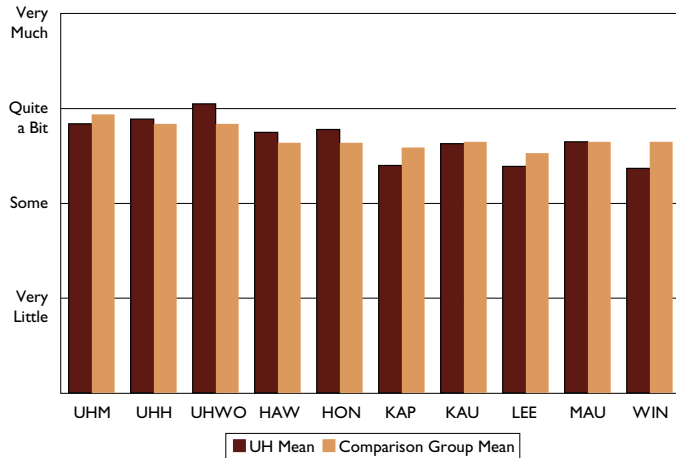
UHM SURVEY OF GRADUATING SENIORS

How prepared do UH students believe they are for employment?

ENROLLED STUDENTS

When asked on the NSSE and CCSSE surveys to what extent their undergraduate experience has contributed to their ability to acquire job or work-related knowledge and skills, UH student responses ranged between *Some* and *Quite a Bit*.

To What Extent Has Your UH Experience Contributed to Acquiring Job or Work-Related Knowledge and Skills?



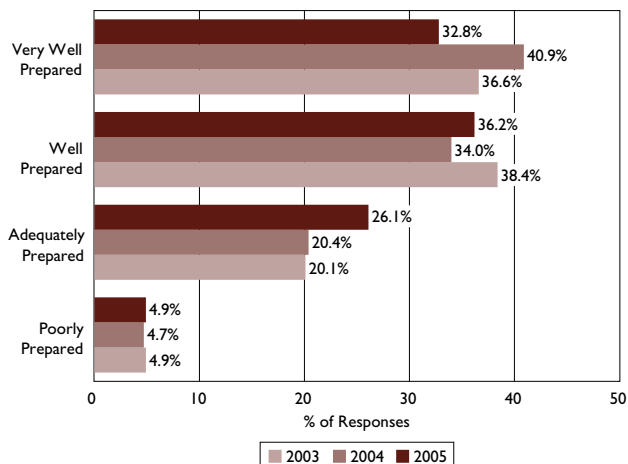
Note: Based on a 4.0 scale. Very Little=1; Some=2; Quite a Bit=3; Very Much=4. UHM, UHH, and UHWO reflect senior student responses.

NATIONAL SURVEY OF STUDENT ENGAGEMENT 2005
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2006

GRADUATES

In 2005, 95 percent of UH Community College graduates and leavers indicated they were *Adequately* to *Very Well Prepared* for their current primary job.

UH Community Colleges Graduates and Leavers Job Preparation for Current Primary Job



Note: Results for 2003 and 2004 are included only as a point of reference to the current year. Any comparisons should be interpreted with caution as respondents and data distribution vary by study.

COMMUNITY COLLEGES GRADUATE AND LEAVERS SURVEY

Diversity

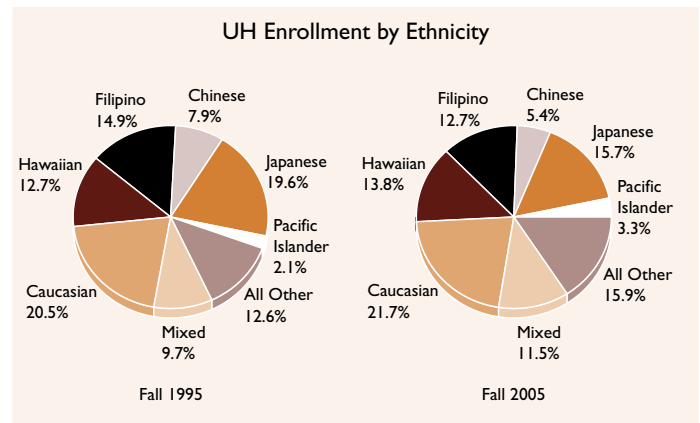
What are the demographic trends in the composition of the UH student body?

University of Hawai'i attendees are members of student populations in which no one ethnic group constitutes a majority, and the educational experience is enriched by the diversity of their classmates.

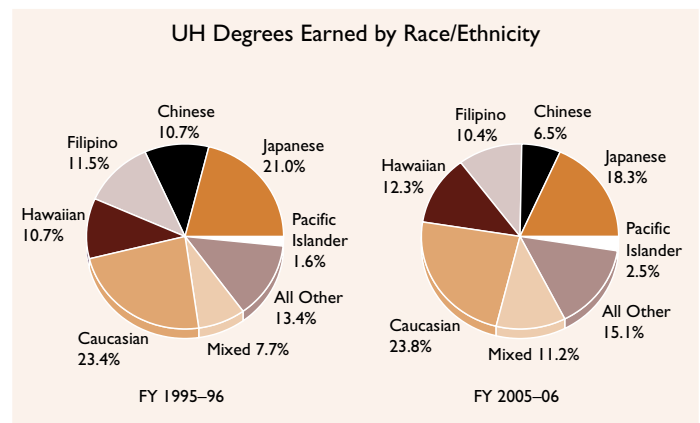
ETHNICITY

UH is one of the most ethnically diverse institutions of higher learning in the nation—21.7 percent of the students are Caucasian, 15.7 percent are Japanese, 13.8 percent are Hawaiian or Part-Hawaiian, 12.7 percent are Filipino, 5.4 percent are Chinese, and 11.5 percent report Mixed ethnicity.

The percentages of Hawaiian, Caucasian, Pacific Islander, and Mixed ethnic students have increased in the last ten years, while the percentages of Japanese, Chinese, and Filipino students have decreased.



There have been increases in the share of degrees conferred to students of Hawaiian/part-Hawaiian, Pacific Islander, and Mixed ancestry, and decreases in the share of degrees awarded to students of Japanese, Chinese, and Filipino ancestry. The share of degrees conferred to students of Caucasian ancestry has remained relatively constant.

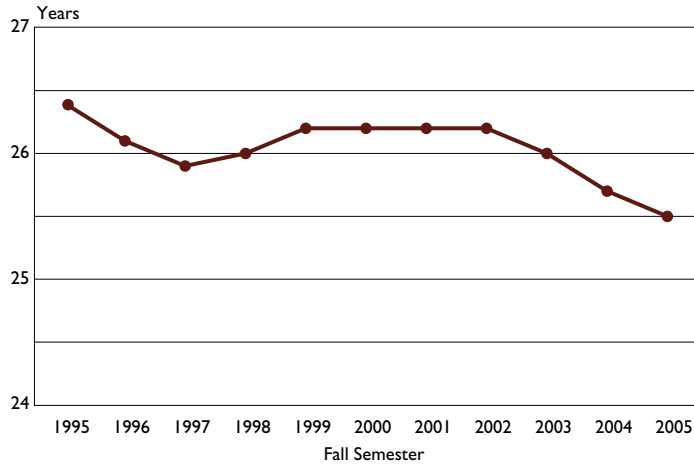


GOAL I: Educational Effectiveness and Student Success

AGE

The mean age for the UH system has declined somewhat since the mid-1990s and now measures 25.5 years of age.

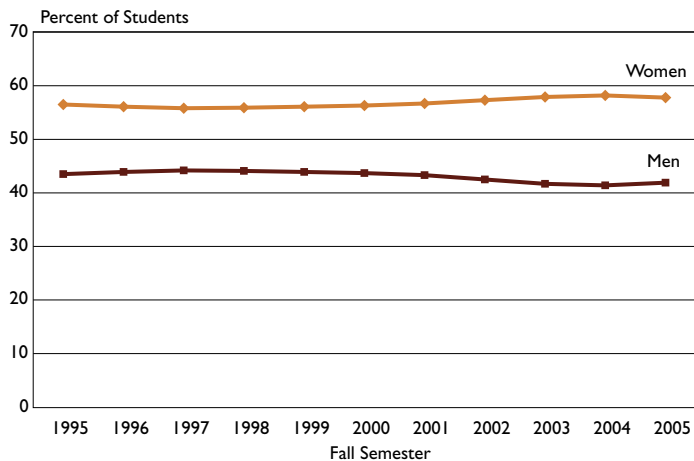
Mean Age of UH Students



GENDER

The percentage of total male students enrolled at UH has slightly declined, from 44 percent in the mid-1990s to 42 percent in fall 2005. This gender disparity is consistent with a national trend in which the educational progress of males in higher education over several decades has been on a slow decline. According to an August 2003 Postsecondary Education OPPORTUNITY article "Fact Sheet: What's Wrong with the Guys?," the share of male undergraduates declined from 58 percent in 1969 to 44 percent in 2000. A July 2006 follow up article, "For Every 100 Girls..." from the same publisher reports that in 2004, 77 men were enrolled for every 100 women (i.e., 44% men, 56% women).

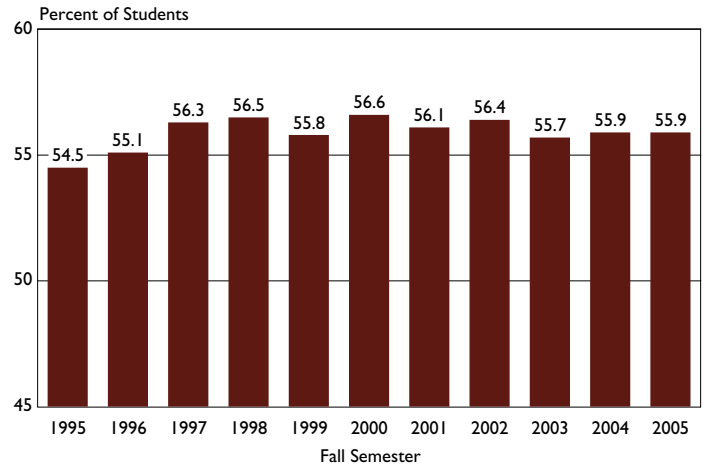
UH Enrollment by Gender



FULL-TIME STATUS

Since fall 1996 more than 55 percent of UH students have been enrolled full-time.

UH Full-Time Enrollment



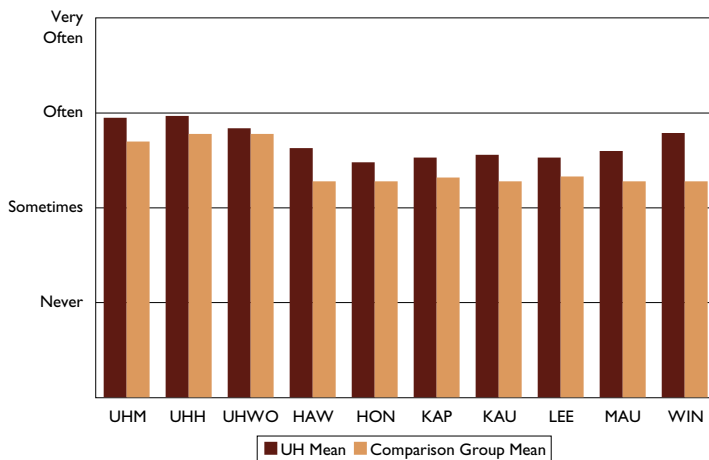
Note: Demographic data on ethnicity, age, gender, and full-time status includes undergraduate and graduate level students.

How do UH students relate to issues of diversity?

Hawaii's unique demographic makeup and UH's commitment to improving the entry, retention, and graduation of diverse student populations offer students opportunities to interact with others from different backgrounds.

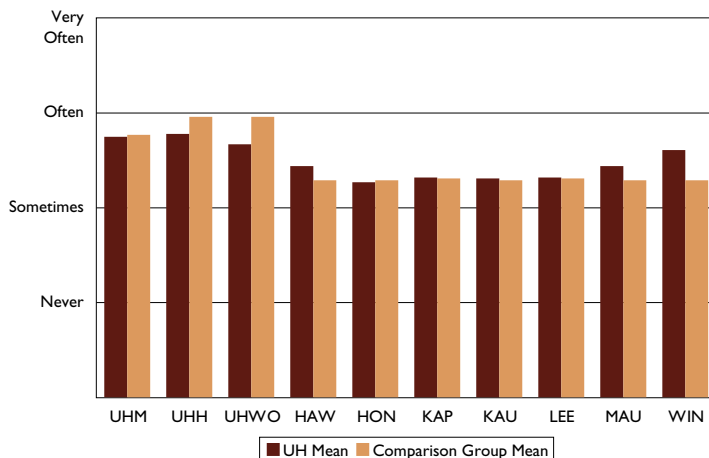
The 2005 NSSE and 2006 CCSSE survey results indicate UH students dialog with students from different ethnic backgrounds more frequently than do their national counterparts. They tend to be on par nationally when the conversations involve differing beliefs, opinions, and personal values.

How Often Have You Had Serious Conversations with Students of a Race or Ethnicity Different Than Your Own?



Note: Based on a 4.0 scale. Never=1; Sometimes=2; Often=3; Very Often=4.

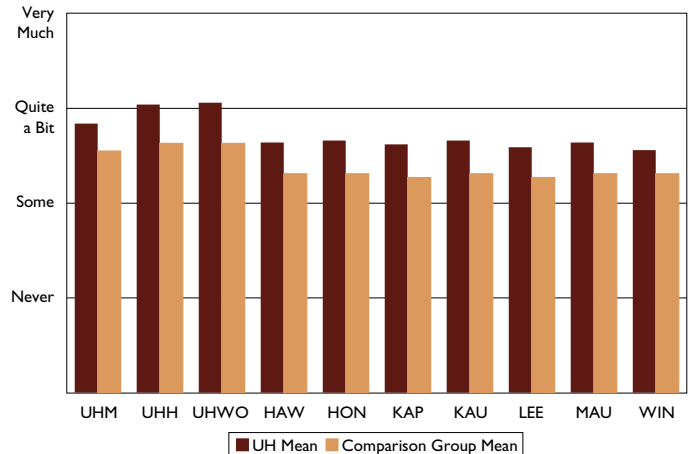
How Often Have You Had Serious Conversations with Students Who Differ from You in Terms of Their Religious Beliefs, Political Opinions, or Personal Values?



Note: Based on a 4.0 scale. Never=1; Sometimes=2; Often=3; Very Often=4.

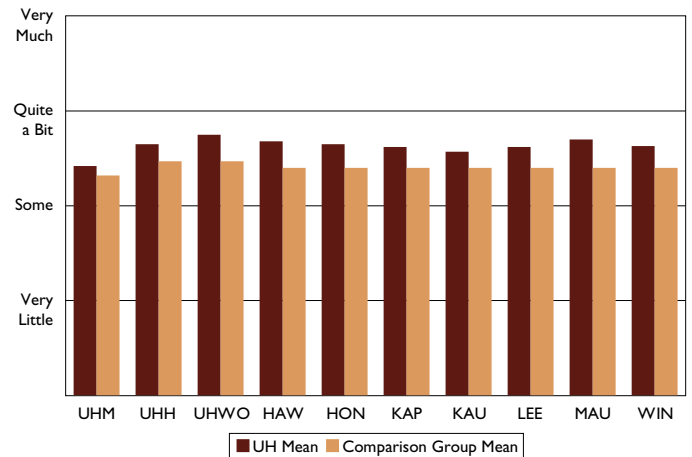
Survey results suggest UH students have a greater understanding of and more frequent interaction with others from different backgrounds than their national comparison group counterparts.

To What Extent Has Your UH Experience Contributed to Understanding People of Other Racial and Ethnic Backgrounds?



Note: Based on a 4.0 scale. Very Little=1; Some=2; Quite a Bit=3; Very Much=4.

To What Extent Does UH Encourage Contact Among Students from Different Backgrounds?



Note: Based on a 4.0 scale. Very Little=1; Some=2; Quite a Bit=3; Very Much=4. UHM, UHH, and UHWO reflect senior student responses.

NATIONAL SURVEY OF STUDENT ENGAGEMENT 2005
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2006

GOAL 2: A Learning, Research, and Service Network

Serving the state of Hawai'i demands that the University of Hawai'i engage its diverse resources to contribute to the state's economy, workforce and training needs, and the creation and application of knowledge. Measures of AFFORDABILITY, the EDUCATIONAL PIPELINE, WORKFORCE DEVELOPMENT, INFORMATION AND TECHNOLOGY RESOURCES, RESEARCH AND SCHOLARLY PRODUCTIVITY, and ECONOMIC IMPACT are presented to demonstrate the University's progress in fostering the intellectual capital of the state of Hawai'i, and preparing citizens educated for participation in democracy.

Affordability

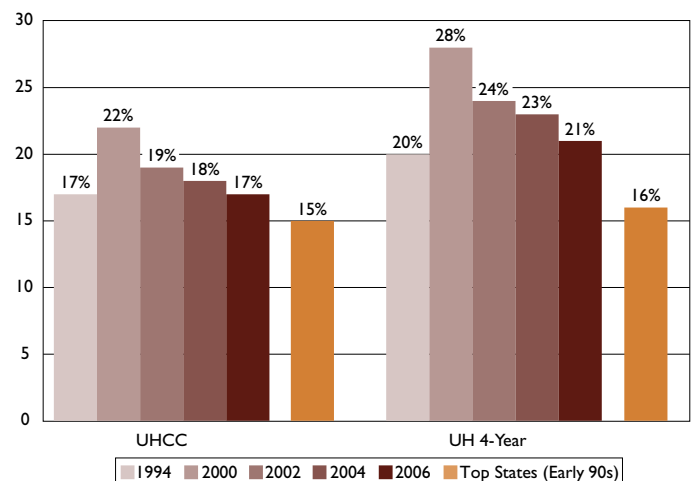
How affordable is higher education in Hawai'i for students and their families?

Higher education in the United States as a whole has become increasingly less affordable when the costs of attending college are considered in relation to family income.

Results from the National Center for Public Policy and Higher Education's *Measuring Up 2006* indicate that no state received a higher grade than C– in affordability. Since *Measuring Up 2004*, the number of states receiving an F increased from 36 to 43. Two states received a C. Hawai'i was one of the remaining five states that scored a D on the affordability of its public (UH) and private institutions. UH awards approximately \$20 million in tuition waivers which are not included in the *Measuring Up 2006* analysis.

In Hawai'i, the percent of income (average of all income groups) needed to pay for college expenses has been declining steadily since 2000, but Hawai'i rates are still not comparable to those of the best performing states a decade ago.

Percent of Income Needed to Pay for College Expenses
Minus Financial Aid



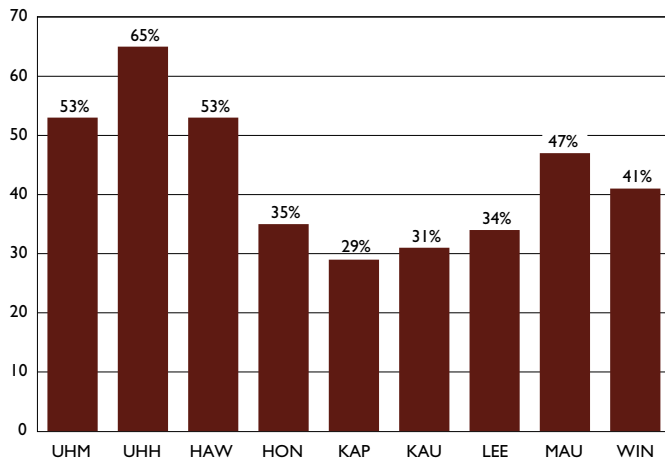
Note: Comparisons are against best state performances in the early 1990s. Since then, college affordability in the U.S. has been on the decline. Better performance is indicated by lower figures.

THE NATIONAL CENTER FOR PUBLIC POLICY AND HIGHER EDUCATION
MEASURING UP 2000/2002/2004/2006 ©2000/2002/2004/2006

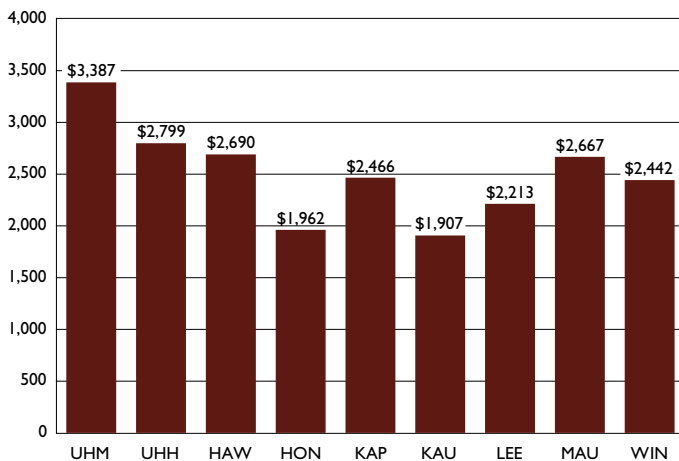
What is the distribution of financial aid at UH campuses?

The share of first-time freshmen receiving aid in AY 2004–05 ranged from 65 percent (UH Hilo) to 29 percent (Kapi'olani CC). Average financial aid ranged from \$3,387 (UH Mānoa) to \$1,907 (Kaua'i CC).

**Financial Aid to UH First-Time Undergraduates
Percent Receiving Aid, AY 2004–05**



**Financial Aid to UH First-Time Undergraduates
Average Aid Amount Received, AY 2004–05**

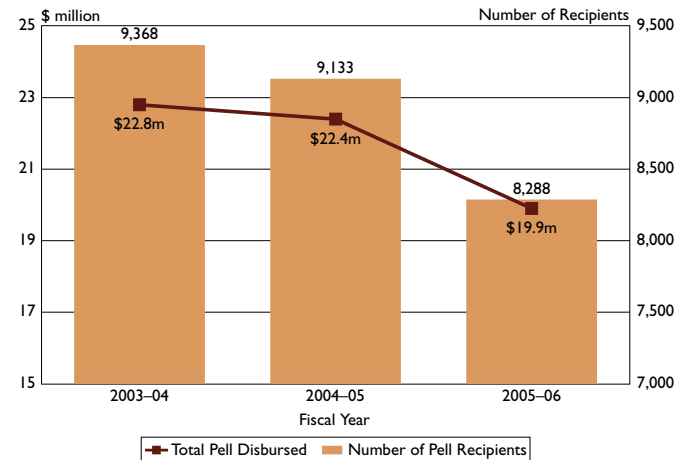


Note: Includes fall 2004 cohort of full-time, first-time, degree/certificate-seeking undergraduate students. As an upper division institution, UH West O'ahu is not included; it will admit its first freshman class in fall 2007. Financial aid includes federal, state, and institutional grants (no pay back required) and student loans (pay back required).

How many students received Pell awards and what was the total value disbursed?

The number of federal Pell recipients and the total value disbursed by UH decreased from FY 2004 to FY 2006. Slight decreases in enrollment, particularly at the UH Community Colleges, accounted for some of the differences. A larger issue was related to a U.S. Department of Education change in the Expected Family Contribution (EFC) formula in FY 2006. A reduction in the percentage of estimated state tax for most states resulted in families paying less in taxes, but more in expected college contributions. Approximately 80,000 students nationwide were no longer eligible for Pell grants while others qualified for reduced amounts.

UH Disbursement of Pell Grants



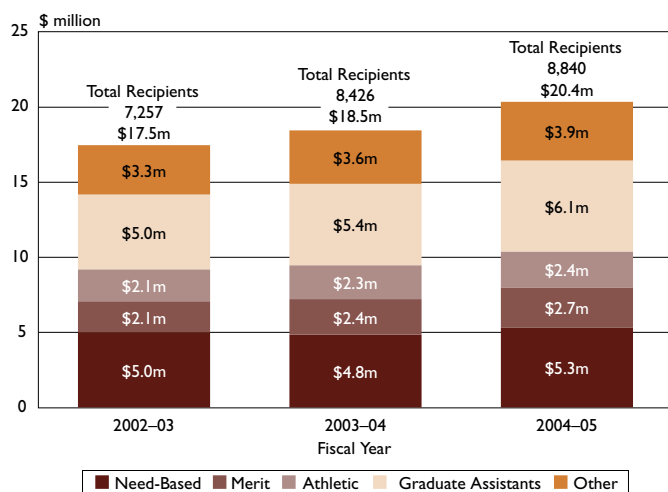
Note: Average amount awarded: FY 2003–04, \$2,436; FY 2004–05, \$2,451; FY 2005–06, \$2,405.

What is the breakdown of tuition assistance awarded by UH?

The number of recipients increased by nearly 22 percent over a recent three-year period while the total value of tuition waivers awarded increased by 16 percent.

The amount of need-based aid fluctuated slightly while all other categories, including merit-based and athletic waivers, steadily increased. Graduate assistants receive tuition waivers as a result of their employment with the University.

Tuition Assistance by Type

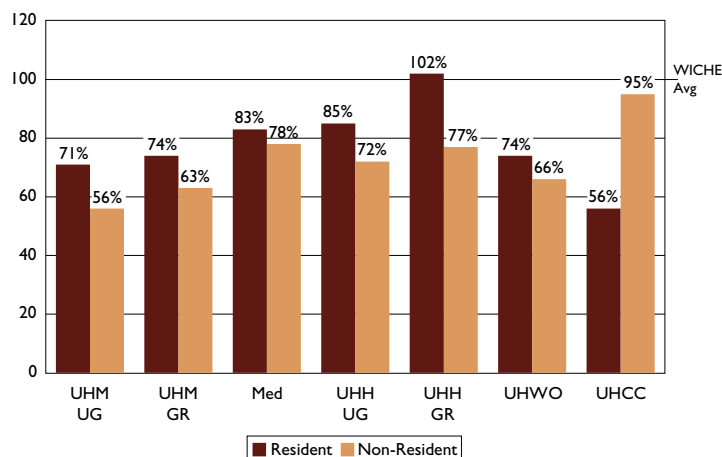


Note: "Other" includes Regents, Presidential, and Pacific Asian scholarships, band, institutional agreements, employee, summer session, extension, and undergraduate nursing clinical categories.

How do UH tuitions compare with like institutions elsewhere?

UH resident tuition rates are below WICHE (institutions from 15 states that are members of the Western Interstate Commission for Higher Education) averages except for UH Hilo's graduate rate which is slightly above the average. All UH non-resident rates are below the WICHE average, with the UH Community Colleges rate nearing the average.

2005-06 UH Tuition and Required Fees as a Percentage of 2005-06 WICHE Averages



Note: WICHE law tuition comparisons discontinued.

How affordable is UH for low income students?

In a national study focusing on low income access for students at flagship universities, UH Mānoa earned a grade of A. Low income access is defined as eligibility for a Pell grant.

THE EDUCATION TRUST
ENGINES OF INEQUALITY: DIMINISHING EQUITY IN THE NATION'S PREMIER PUBLIC UNIVERSITIES, 2006

The UH Community Colleges have continued to be very affordable. In 2006, the share of income Hawaii's poorest families paid for tuition was nine percent, about as low as that of the best-performing states in the early 1990s (7%).

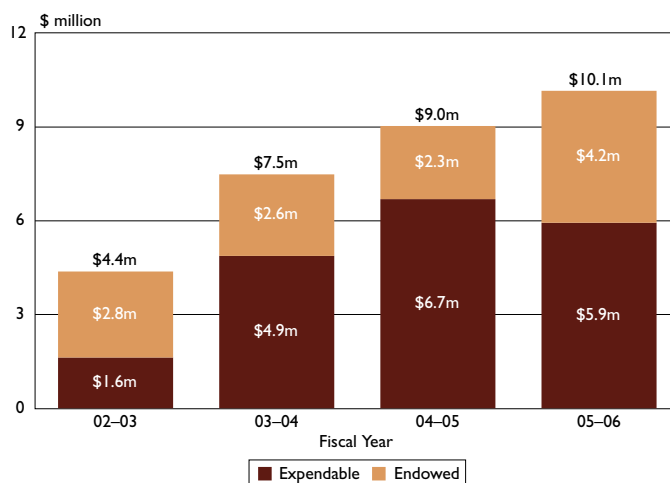
THE NATIONAL CENTER FOR PUBLIC POLICY AND HIGHER EDUCATION
MEASURING UP 2006 ©2006

How much in private aid has been raised for UH students?

The amount of scholarship funds raised through the UH Foundation's ongoing Centennial Campaign has steadily increased since it began in FY 2002-03. Private support was provided by individuals, corporations, and foundations.

The total market value of endowed funds for student assistance as of June 30, 2006 was \$51.5 million. The total expendable funds available for AY 2006-07 for student assistance is \$8.5 million.

UH Foundation
Student Scholarship Funds Raised by Fiscal Year

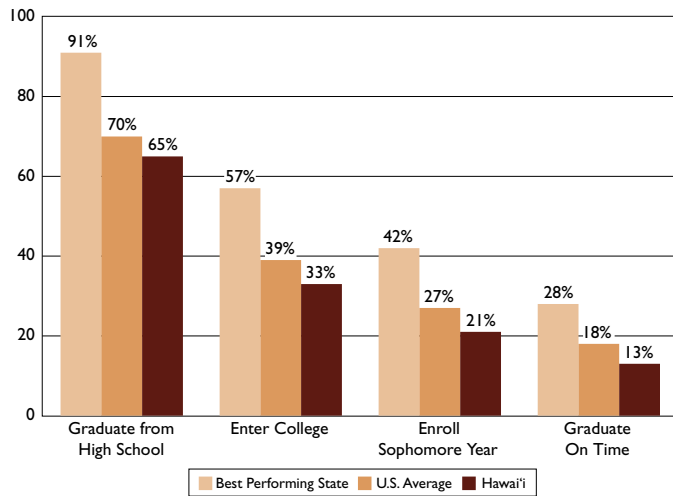


Educational Pipeline

What is the role of the University in facilitating a seamless educational pipeline in Hawai'i?

According to data assembled by the National Center for Higher Education Systems (NCHEMS) in 2006, the outcomes of the Hawai'i pipeline are below the national average and considerably below that of the best performing state in each transition area.

Success Rate Per 100 Ninth Graders at Each Transition Point, 2004
U.S. and Hawai'i



Notes: Data from 2004. "Graduate on time" is defined as within three years for an associate degree and six years for a baccalaureate degree. For more detailed information, see www.higheredinfo.org.

THE NCHEMS INFORMATION CENTER FOR STATE HIGHER EDUCATION
POLICYMAKING AND ANALYSIS, 2006

The role of the University in improving these pipeline statistics is multifaceted. Through its P-20 partnership with the Hawai'i Department of Education and the Good Beginnings Alliance, UH's efforts include:

- Working with the Hawai'i Department of Education and the Hawai'i Association of Independent Schools to better align high school exit competencies with postsecondary entrance expectations.
- Working with middle schools, their students, and students' families to increase the numbers of low income and underserved students who plan their postsecondary paths.
- Reaching out with accelerated learning opportunities to give more high school students a running start on earning college credit.
- Recruiting and preparing more teachers, administrators, and educational personnel at all levels, from early childhood education through elementary and secondary education, to promote self-directed learning through rigorous and relevant instruction and fostered relationships with students.
- Collaborating with the business community to clearly define the skill-level expectations for entry and progress through the workforce and within a global economy.
- Collaborating with local communities across the state to clearly define and serve the educational needs specific to their economic development plans.

- Conducting the cutting-edge research which has the potential to reshape Hawai'i's economy in the twenty-first century.
- Developing policy recommendations which reflect a P-20 approach to learning at all levels and which promote lifelong learning for Hawai'i's people.

Measures related to the achievement of these goals are specified in the P-20 Strategic Plan. Several specific initiatives and partnerships currently addressing these goals involve:

American Diploma Project Network. Hawai'i has joined the American Diploma Project Network, a coalition of 26 states dedicated to aligning K-12 curriculum, standards, assessments, and accountability policies with the demands of college and work. Within the state, commitment to this effort has come jointly from the University, Hawai'i Business Roundtable, State of Hawai'i Department of Education (DOE), and Office of the Governor: (www.achieve.org)

GEAR UP Program. Thanks to the efforts of the UH Mānoa Shidler College of Business, the University has brought \$15.3 million into the state through the federal GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Program. GEAR UP Hawai'i's six-year grant, awarded in 2005 by the U.S. Department of Education, has been matched by \$15.3 million in commitments from Hawai'i partners, including the DOE. The program's mission is to increase the number of students, particularly those from low income communities, to enter and succeed in postsecondary education. GEAR UP services are designed to increase the flow of students throughout the educational pipeline (kindergarten to higher education), and to improve educational system linkages by addressing infrastructure, transition, and systemic issues. Project activities aim to increase access to higher education for Hawai'i students by providing information and encouragement for students and families, supporting students' academic preparation, and increasing students' access to financial aid. 7,500 students from low income communities statewide participate in the GEAR UP Scholars Program. Among its first class of GEAR UP Scholars, 90 percent graduated high school on time (vs. 80 percent statewide) and 45 percent earned honors diplomas (vs. 32 percent statewide). (www.gearup.hawaii.edu)

Running Start Program. Running Start, a joint effort of the University with the DOE, serves hundreds of students each year in concurrent enrollment programs, allowing many students to finish high school with a semester or more of college credits already earned. See Running Start data on page 2. (www.hawaii.edu/runningstart/)

The P-20 Strategic Plan and additional information about ongoing University partnerships within the P-20 context can be found at www.p20hawaii.org.

What is the status of articulation within the UH system?

Articulation is the acceptance of courses from one campus to another which enables students to transfer. The University has taken great measures to make transfer within the system simpler and more predictable. Completion of an Associate of Arts degree with a GPA of 2.0 or higher from a UH community college fulfills admission and lower division general education (GE) core requirements at all UH baccalaureate degree-granting institutions. All courses that are 100 level and higher transfer across UH campuses. Their applicability or how the credits apply toward graduation is determined by the requirements of a specific degree.

Articulation agreements have been developed to provide for a smooth transfer to specific programs. These agreements describe the courses that transfer and the requirement they fulfill. Current articulation agreements are available at www.hawaii.edu/vpaa/system_aa/articulation/articulation.html.

HALLMARKS

Prior to 2001, for a course to meet a GE requirement at UH Mānoa, it required a specific course equivalent. With the adoption of the current GE requirements based on “hallmarks” or specific characteristics rather than specific courses, the number of courses that transferred into UH Mānoa and met a specific GE requirement increased sixfold (from 300 to 1,800+). In addition, courses not offered at UH Mānoa have the potential to meet a UH Mānoa GE requirement.

O’ahu UH campuses (Honolulu CC, Kapi’olani CC, Leeward CC, Windward CC, and UH West O’ahu), have adopted the same hallmarks for their general education requirements. This will increase the number of transfer courses that meet GE requirements among UH campuses and add to the ease and predictability of transfer for students.

UH Mānoa. The majority of past articulation issues have centered on transfers to UH Mānoa. With the adoption of the hallmarks approach to GE, a number of issues have been resolved. A list of courses that transfer from other UH campuses that meet UH Mānoa GE requirements is available online (www.hawaii.edu/ovcaa/academics/articulation_courses.htm).

The cumbersome and time-consuming course articulation process of the past has been replaced with a more streamlined process in which UH Mānoa directly reviews courses for articulation and transfer. It is now possible to have courses approved within a few weeks. In addition, multicampus boards have been established which allows other UH campuses to approve their own courses to meet specific GE requirements at UH Mānoa. The Foundations Multicampus Board is in place and a similar board on the Hawaiian, Asian, and Pacific (HAP) GE requirement is establishing a multicampus HAP agreement.

UH Mānoa continues to approve large numbers of transfer courses from other campuses to meet UH Mānoa’s GE and degree requirements. In addition, equivalence and GE designations of transfer courses have become more transparent with the availability of online information and the STAR degree audit system. Transfer students have expressed their approval of the flexibility of the latest revision of UH Mānoa GE requirements.

UH Hilo. The campus has updated its transfer evaluation policy to maximize the applicability of transfer credits to GE and graduation requirements. It has also initiated articulation agreements between campuses and programs to provide clear and efficient curricular pathways and dual-campus advising for students in two-year programs who wish to attain baccalaureate degrees at UH Hilo.

UH West O’ahu. UH West O’ahu, an upper division campus until 2006, has always focused transfer students. Recently, the BOR approved a revised mission statement which states in part, “UH West O’ahu is committed to providing access to residents throughout the state of Hawai’i through its partnerships with the UH community colleges and its delivery of distance education programs.” New programs include a Bachelor of Applied Science which is designed to meet the academic and professional needs of community college graduates who earned an Associate of Science or Associate of Applied Science degree and the Bachelor of Arts in Social Sciences with a concentration in Early Childhood Education, which builds upon the AS in Early Childhood Education offered at four UH community colleges.

TECHNOLOGICAL ENHANCEMENTS

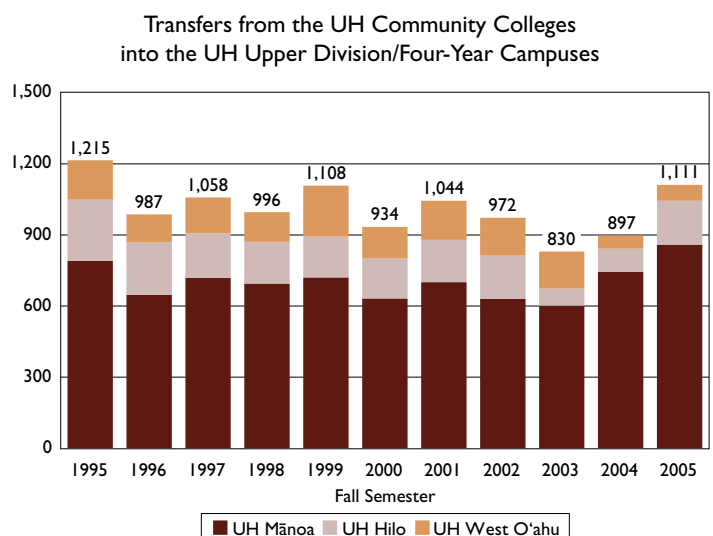
The *Transfer to a UH Campus* (www.hawaii.edu/academics/admissions/transfers.html) webpage has been updated and contains links to various websites regarding articulation and transfer within UH system.

The *UH Master Course List* (https://myuh.hawaii.edu/uhdad/bwckctlg_p_disp_dyn_ctlg) lists all active courses offered throughout the ten campuses of the UH System and is a helpful resource to avoid course duplications, identify gaps, prevent course numbering conflicts, etc.

The *UH System Course Transfer Database* (www.hawaii.edu/transferdatabase) provides a systemwide articulation database that provides students with information on how specific courses transfer across the UH campuses.

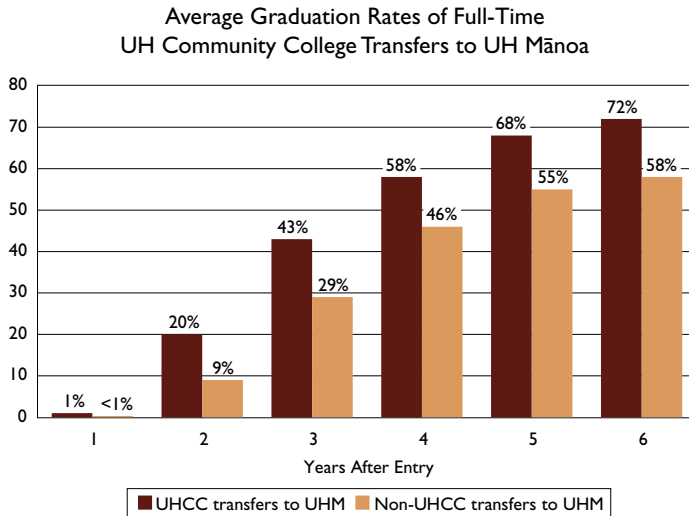
What is the number of UH Community College students who transfer to UH upper division/four-year campuses?

On average, about 1,000 students transfer from the UH Community Colleges to the UH upper division/four-year campuses in any given fall semester.



What proportion of transfer students to UH Mānoa receive a baccalaureate degree?

UH Community College transfers to UH Mānoa graduate at higher rates than their non-UH Community College transfer counterparts.



Note: UHM=F90-F03 cohorts as of 2004.

Workforce Development

What is the University's response to jobs in demand in Hawai'i?

Workforce development is a priority for the University and a key objective in system and community college strategic plans. System representatives participate in the State Workforce Development Council, as do campus representatives on county workforce development councils and local workforce investment boards. Shortages in the following employment areas and UH's efforts to meet these job demands are outlined below.

Teachers. Annually, approximately 400 individuals from University of Hawai'i programs are recommended for teacher licensure in Hawai'i. However, the Hawai'i Department of Education (DOE) needs more than 1,300 new teachers each year.

The University has made a special effort to increase numbers of teachers in critical areas. A large federal grant to the UH Mānoa College of Education (COE) provides scholarships and other assistance to individuals preparing to teach mathematics or science in Hawai'i schools. An arrangement with the Hawai'i DOE provides assistance to individuals preparing to teach special education.

All UH Mānoa COE teacher preparation programs are available through statewide delivery to people on all of the neighbor islands. At this time over 250 individuals are enrolled in statewide programs. In addition, the college provides programs on-site on the leeward coast, an area with high teacher turnover.

The UH Mānoa COE continues to provide a wide variety of routes to teaching in order to attract and accommodate as many potential teachers as possible. The college offers initial teacher preparation programs at the baccalaureate, post-baccalaureate, and master's degree levels. The Master's of Education in Teaching (MEdT) program offers three strands leading to licensure: traditional, Native Hawaiian focus, and a partnership with Teach for America.

UH Hilo's education department offers a Teacher Education Program (TEP) which leads to licensure in the state. From FY 2004-06, an average of 40 students completed the Elementary or Secondary Teaching program each year.

UH West O'ahu has developed a baccalaureate degree program in early childhood education in cooperation with Hawai'i, Kapi'olani, Kaua'i, and Maui Community Colleges. Enrollments in this program began fall 2006.

Leeward Community College created an Associate of Arts in Teaching (AAT) degree program in September 2005 which is designed to attract students to teaching and prepare them for entry to a licensure program at a four-year degree program. UH Mānoa COE is currently working with Leeward Community College to create a seamless pathway from the AAT degree to a bachelor of education (BEd) degree that prepares teachers for state licensure. A goal of this program is to attract more first-generation and minority students into teaching.

Kapi'olani and Leeward CC expanded teacher assistant certificate and associate degree programs in an effort to prepare more teaching assistants, attract more people into teaching, and meet the requirements of the federal law, No Child Left Behind.

Nurses. The six UH nursing programs, through coordinated leadership known as the UH Statewide Nursing Consortium, are developing a statewide baccalaureate nursing curriculum with multiple exit points designed to meet the current and future health needs of the people of Hawai'i by responding to the nursing shortage and providing for a more educated workforce. The campuses are concurrently working with healthcare agencies, the community, and the state legislature to expand the numbers of students admitted into nursing programs. Since 2004, the nursing program at UH Mānoa increased admissions by 50 percent and increased graduations from the baccalaureate program by 15 percent. UH Mānoa graduates approximately 20 students from the graduate nursing program annually. Maui CC has admitted students for the first time in the spring semester, increasing their enrollment 33 percent for AY 2006–07.

Innovative programs such as the accelerated baccalaureate nursing option, the online PhD in nursing, and the graduate program with various specialties utilize technology-assisted instructional delivery to increase access to nursing education and assist in meeting the critical shortfall of nurses and nursing faculty.

The Hawai'i State Center for Nursing, established at the UH Mānoa School of Nursing and Dental Hygiene, is taking the lead in compiling supply and demand data for the state's nursing workforce. The following table on admissions and enrollments of nursing students in UH programs during AY 2004–05 reports that the LPN, BSN, and PhD programs are being filled to capacity and more. Difficulty filling admission slots for the remaining ladder, ADN, and MSN programs may be related to a combination of factors, including program-related reasons (e.g., lack of availability of faculty, facilities, clinical placement sites) and personal reasons (e.g., lack of qualified students, affordability, enrollment into another program).

Capacity of UH Nursing Education Programs and Enrollment AY 2004–05						
	Programs					
	LPN	Ladder	ADN	BSN	MSN	PhD
Number of admission slots	60	114	100	73	40	9
Newly enrolled students	63	79	90	98	27	9
Number of unfilled slots	0	35	10	0	13	0

HAWAII STATE CENTER FOR NURSING
SURVEY OF NURSING EDUCATION PROGRAMS, 2004–05

Information Technology Specialists. The Department of Information and Computer Sciences (ICS) at UH Mānoa offers six degree programs that provide students the means to support Hawai'i's high tech information infrastructure. These degrees consist of a bachelor of arts, a bachelor of science, a master of science, a master of library and information science, a PhD in computer science, and a certificate program that focuses on technology. Two of the four programs participate in an interdisciplinary PhD in Communications and Information Sciences offered by the ICS department. Through these degree offerings, the department provides higher education to over 780 students. In AY 2005–06, the department had over 115 graduates in the areas of Computer Science, Communication and Information Science, Information and Computer Sciences, and Library and Information Science. Students from the program are recruited by organizations both

in private industry and government, and are involved in fields such as aerospace, intelligence, software development, and networking.

UH Hilo computer science majors ranked in the 95th percentile among 177 institutions in the Computer Science Major Field Achievement Test in 2005.

Tourism and Hospitality. The UH Hospitality and Tourism Consortium, established in 2005 and represented by seven UH campuses, is responsible for examining areas such as overall workforce development coordination and strategy for the state of Hawai'i, research and development, delivery of professional programs, distance education, articulation between campuses, and joint recruitment promotion of programs within the hospitality and tourism disciplines. This collaborative effort offers UH students the opportunity to participate in a unique four-island experience by working and learning in a wide range of facilities and venues. Career pathways are started using traditional instruction, distance learning, and internships from executive-level degrees to hands-on technical training.

To meet the management demands of the state's leading industry, UH Mānoa offers certificate, bachelor's degree, and master's degree programs in travel industry management. Undergraduate enrollment, currently at 439, has increased 30 percent from 2003. Ninety percent of graduates gain entry-level management or higher positions.

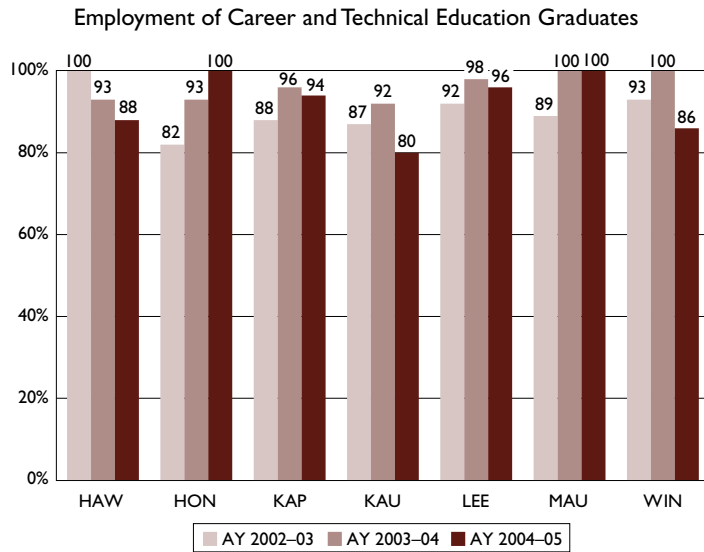
Graduates from the UH Community Colleges hotel operations programs fill entry level positions in Hawai'i's tourism industry. The community college programs also attract industry workers who wish to upgrade their skills. These graduates then qualify for supervisory positions.

Construction. Through the Construction Academy, UH provides equipment and instruction at the high school level in skilled trades. The Academy began as a pilot project at the Honolulu Community College in AY 2005–06. As a \$1.4 million grant, the U.S. Department of Labor provided service to eight Hawai'i Department of Education (DOE) high schools on O'ahu. More recently, the Academy was awarded a \$5.5 million budget from the state legislature and now services 24 DOE high schools nearly statewide (14 on O'ahu, 7 on Maui, and 3 on the Big Island). The number of participating schools are expected to increase next year, and include those on the island of Kaua'i. Approximately 700 high school students statewide participate in the program.

Students benefit by entering college better prepared and with a greater skill set. The Academy's goals are to help produce qualified workers for an industry that is experiencing tremendous growth, standardize a building and construction curriculum with the DOE, create teacher mentorship and internship opportunities with businesses, and establish a statewide industry advisory council.

What is the likelihood of a UH Community College career and technical education student getting a job in Hawai'i?

UH career and technical education graduates have a very good chance of getting a job in Hawai'i. For those seeking employment in 2004–2005, between 80 and 100 percent indicated they were successful.



Note: Career and Technical Education was formerly known as Vocational-Technical Education.

Past survey results are included only as a point of reference to the current year. Any comparisons should be interpreted with caution as respondents and data distribution vary by study.

COMMUNITY COLLEGES GRADUATE AND LEAVERS SURVEY

Information and Technology Resources

LIBRARY

How does UH's major library compare on a national basis?

UH Mānoa ranks 68th among the 113 ranked university libraries that are members of the Association of Research Libraries (ARL).

2003-04 ARL MEMBERSHIP AND STATISTICS

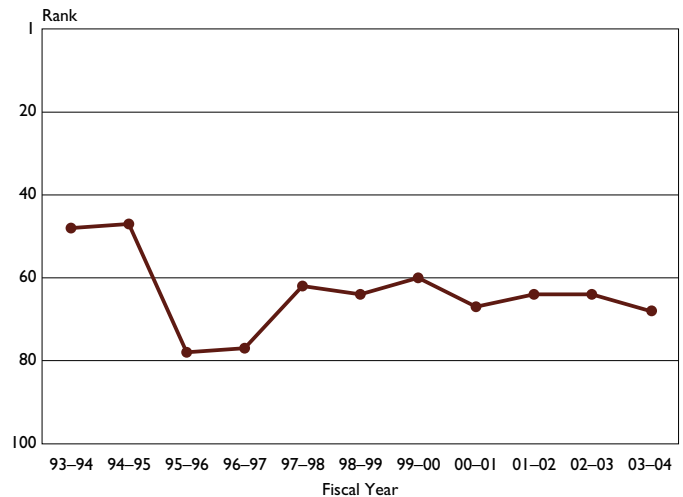
The indexed ranking is based on the number of volumes held, number of volumes added in the last fiscal year, number of current serials, number of permanent staff, and total operating expenditures.

The library aspires to regain its previous higher standing which was significantly impacted by budget cuts in the mid- to late 1990s, and from which the library has been slowly recovering.

In October 2004, the University suffered another major setback when more than \$37 million in library materials and equipment were lost and the entire ground floor of Hamilton Library was destroyed in a devastating flood. More than 50 library staff have been relocated to temporary areas while the ground floor is being reconstructed. It is estimated that reconstruction will be completed by January 2009.

Increased subscriptions to electronic journals and databases, and expedited interlibrary loan services have greatly added to the library's ability to serve students and faculty with their scholarly research and information on campus and at a distance. The Asia and Pacific special collections make UH Mānoa's Hamilton Library a premier resource for research and scholarship in the region.

UH Mānoa Library Rankings Among Ranked ARL Member Libraries



Note: The number of university libraries that are ARL members occasionally change from year to year.

How is UH capitalizing on technological change?

INFORMATION TECHNOLOGY RESOURCES

The primary activities of UH, like any university, involve the creation, sharing, and storing of knowledge. In the increasingly digital 21st century, these activities are enabled by the capability of modern information technologies. UH operates one of the most efficient information technology organizations in the country, providing the key systems services available at most universities with far fewer resources than its peers.

ELECTRONIC COMMUNICATION

After 9/11 made travel difficult and expensive, UH implemented an Internet-based videoconferencing capability. This has grown from some 15 locations to more than 30 videoconferencing sites on six islands and is regularly booked for a wide range of intercampus interisland meetings. The Internet enables completely ad-hoc videoconferences that require no central coordination. However, over 200 multisite events are now facilitated each semester through the UH systemwide videoconference scheduling service. In addition, this videoconferencing service is routinely extended for national and international events via the Internet and Internet2 in support of UH faculty, students, and staff. Videoconferencing saves valuable time and money while improving communications within Hawai'i and beyond.

BUSINESS PROCESSES

- UH continues to operate the leading public e-Procurement system in the state of Hawai'i. This integrates the current UH Financial Management Information System, the Purchasing Card (P-Card) program, and a locally developed open/transparent/auditable online request for quotation system that allows vendors full access to compete for opportunities posted online.
- UH has web-enabled its inventory system to assist departments in managing the fixed assets of the University more effectively.

- Phase I of the new e-travel system is now in use throughout the UH system. It dramatically simplifies the complex travel request and completion processes, and provides improved reporting capability for emergencies and other situations. Development of Phase 2 is underway and will allow online electronic approvals.
- An electronic research administration software package has been licensed and is now being implemented to improve management of UH's growing number of extramural proposals and contracts/grants/agreements.
- UH is one of the founding partners in the Kuali project, an initiative to develop the first open source financial information system for and by higher education. This groundbreaking undertaking promises to transform the economics and capability of administrative information systems for colleges and universities. Partner institutions include Indiana University, Cornell University, the University of Arizona, Michigan State University, San Joaquin Delta Community College, and three campuses from the University of California System.

INTERNET ACCESS

One of Hawai'i's greatest challenges is its isolation from the mainland. Because of its island location, providing the type of high-speed Internet connectivity sufficient for a research university's needs is more expensive than in any other state except Alaska. UH has leveraged international, federal, state, and university resources, along with private partnerships, to establish new 10 Gbps (ten billion bits per second) connections to the US-based Internet2 and National LambdaRail research & education networks as well as to the Australian Academic and Research Network and the Global Lambda Integrated Facility (GLIF). Links of this speed are now being established by major universities throughout the world to support the next generation of advanced research based on what the National Science Foundation refers to as "CyberInfrastructure." UH is now extending this capacity to the international astronomy community on the Big Island. Market pricing for the capability currently in place and for what is being established would be well over \$30 million.

This map illustrates the Global Lambda Integrated Facility (GLIF) advanced research and education multi-gigabit optical network infrastructure.



GLIF MAP VISUALIZATION BY ROBERT PATTERSON, THE NATIONAL CENTER FOR SUPERCOMPUTING APPLICATIONS AT THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN. DATA COMPILATION BY MAXINE BROWN, UNIVERSITY OF ILLINOIS AT CHICAGO; EARTH TEXTURE PROVIDED BY NASA, [HTTP://VISIBLEEARTH.NASA.GOV](http://visibleearth.nasa.gov).

To what extent do UH students use electronic media in their coursework and to communicate with instructors?

WebCT

WebCT is the web-based, online course management tool institutionally supported by Information Technology Services (ITS). The numbers in the table below represent courses that use WebCT to deliver fully online courses and those that use it as a resource to support traditional face-to-face courses. Many courses now use a hybrid approach to teaching and learning that incorporates both face-to-face and online methodology.

ITV (Interactive/Instructional Television)

ITV represents 2-way video and 2-way audio courses that are offered from one campus to another campus (often referred to as HITS, or Hawai'i Interactive Television System).

PUBLIC ACCESS CABLE

ITS supports delivery of UH courses on public access cable channel 55. Most of these courses support the UH Community Colleges' delivery of an associate of arts degree. During AY 2003–04, ITS worked with each county cable access entity so that all UH programming is on public access channel 55 statewide.

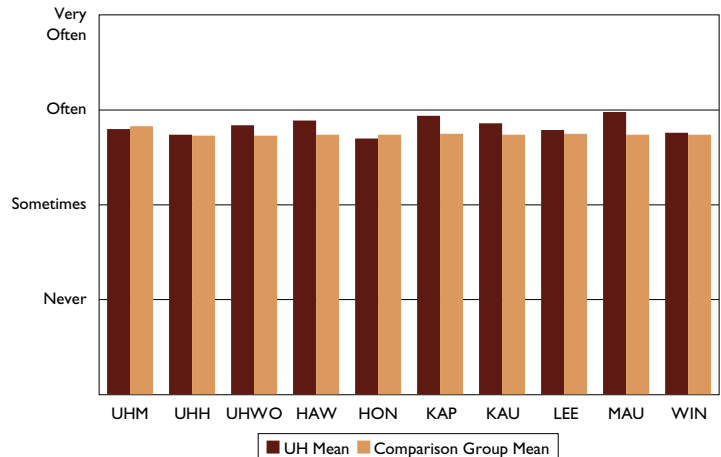
Use of Electronic Media in Coursework					
		Fall 2004	Spring 2005	Fall 2005	Spring 2006
WebCT	Classes	1,272	1,306	1,616	1,543
	Student accounts*	30,850	32,352	41,984	40,864
ITV	Classes	66	72	66	65
	Students*	1,464	1,559	1,300	1,239
Public Access Cable	Classes	32	36	33	28
	Students*	732	1,104	1,015	683

* duplicated headcount

E-MAIL AND OTHER ELECTRONIC MEDIA

According to the results of the NSSE/CCSSE surveys, UH students often employ the use of electronic media for coursework. Their level of use approximates or slightly exceeds that of their peer and national counterparts.

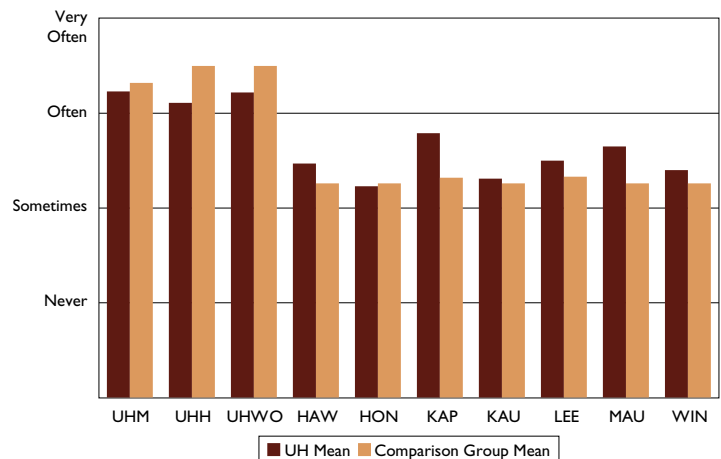
How Often Have You Used an Electronic Medium (List-Serve, Chat Group, Internet, etc.) to Discuss or Complete an Assignment?



Note: Based on a 4.0 scale. Never=1; Sometimes=2; Often=3; Very Often=4.

UH students at the four-year/upper division campuses use e-mail to communicate with their instructors more often than UH students at the two-year campuses. Four-year/upper division students use e-mail slightly less than their peer and national counterparts while UH community college students tend to use e-mail as frequently or more frequently than their peer and national counterparts.

How Often Have You Used E-mail to Communicate with an Instructor?

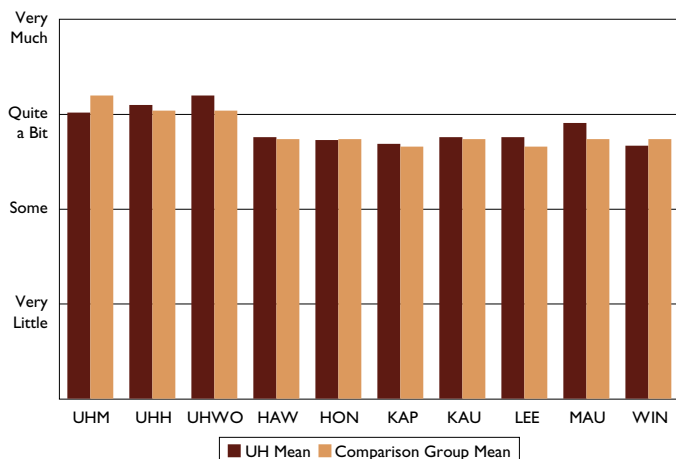


Note: Based on a 4.0 scale. Never=1; Sometimes=2; Often=3; Very Often=4.
UHM, UHH, and UHWO reflect senior student responses.

NATIONAL SURVEY OF STUDENT ENGAGEMENT 2005
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2006

UH students feel that their campus experience contributed *Quite a Bit* to their use of computing and information technology. Their responses are similar to national norms.

To What Extent Has Your UH Experience Contributed to Your Use of Computing and Information Technology?



Note: Based on a 4.0 scale. Very Little=1; Some=2; Quite a Bit=3; Very Much=4. UHM, UHH, and UHWO reflect senior student responses.

NATIONAL SURVEY OF STUDENT ENGAGEMENT 2005
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2006

Research and Scholarly Productivity

How have UH research and training activities fared in recent years?

For the eighth year in a row, the University of Hawai'i received record support for research and training. Extramural funds—grants and contracts from federal, state, private, and foreign sources—reached an all-time high of \$433.4 million in FY 2006, a 22 percent increase over the previous fiscal year and an increase of more than three times the support received a decade ago.

UH's research funding reached a record \$236.7 million in FY 2006. Extramural support for training also achieved a record year at \$196.7 million. Combined together, they comprise UH's extramural fund support.

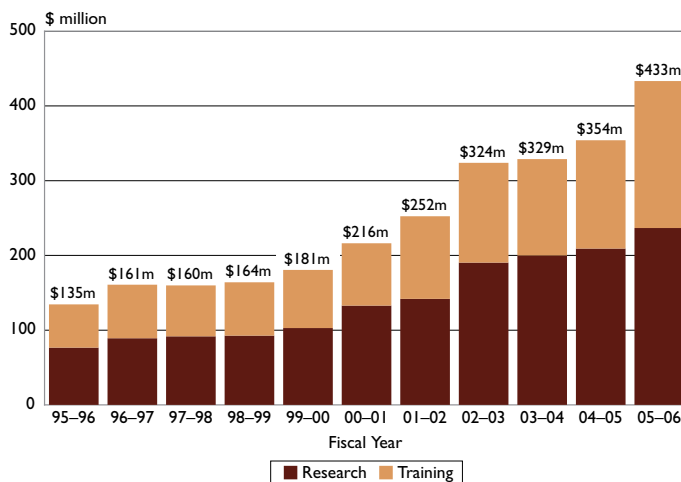
UH Mānoa ranked 25th in the nation among public universities for federal expenditures on research in FY 2004 according to a 2006 National Science Foundation (NSF) report. Several of the larger research organizations at UH Mānoa include:

The Institute for Astronomy's (IfA). Development of ground-breaking astronomical instruments and expanding partnerships with the Mauna Kea and Haleakalā observatories brought in over \$22 million a year in extramural funds alone.

The John A. Burns School of Medicine (JABSOM). The National Institutes of Health (NIH) reported in 2006 that JABSOM received \$20 million in NIH awards through 35 different projects in FY 2005. JABSOM's national rankings in research awards have steadily improved.

The School of Ocean and Earth Science and Technology (SOEST). SOEST received a record \$73.6 million in extramural support in FY 2006, including \$43 million from the NSF and National Oceanic and Atmospheric Administration (NOAA).

UH Office of Research Services Extramural Fund Support



RESEARCH BREAKTHROUGHS IN THE LAST TWO YEARS

- A UH Mānoa oceanographer's research on microorganisms has increased the world's understanding of how vital the seas are to the health of our planet. The results of his recent study, published in the journal *Nature*, suggest that phytoplankton can be affected by climate change and challenges the generally held view that plankton bands are relatively stable.
- Astronomers using Mauna Kea's newest telescope have confirmed for the first time that many young stars in the Orion Nebula are surrounded by enough orbiting material to form new planetary systems.
- A UH Mānoa physicist discovered a new subatomic particle called Y(3940) as part of his collaborative research at the KEK High Energy Physics Laboratory in Japan.
- UH linguists created a new tool for tracking language history. The tool, "Wordcorr," was developed in partnership with a local high technology firm (DataHouse, Inc.) and is capable of organizing massive amounts of data needed to analyze the history of language families.
- Excavations by a UH Mānoa archaeologist and a team of field researchers on Rapa Nui (Easter Island) suggest that this Pacific island, known for its large stone statues, was colonized much later than previously assumed. The results of this study which challenge current beliefs about the island's prehistory were published in the journal *Science*.
- UH astronomers used a new X-ray survey to discover that the movement of the Milky Way galaxy is not entirely due to the pull of nearby galaxies but is also affected by much farther regions of the universe than previously thought.
- A study published in the journal *Nature* by a team of UH researchers concludes that the time it takes for a rock to form in volcanic mid-ocean ridges is shorter than previously thought.
- New research at the Hawai'i Institute of Marine Biology concludes that increases in carbon dioxide in the ocean are damaging to corals. The research on carbon dioxide and corals suggests that coral reefs may be more affected by global climate change than localized impacts such as freshwater runoff.
- A Pacific Biosciences Research Center researcher and a John A. Burns School of Medicine professor discovered a genetic variant that helps to explain a high incidence of two neurodegenerative disorders (amyotrophic lateral sclerosis and Parkinsonism dementia complex) in the Pacific Islands of Guam and Rota. Their findings about ion channel TRPM7 were published in *Proceedings in the National Academy of Sciences*.
- Researchers in the UH Mānoa College of Engineering developed a multifunctional nanocomposite material using carbon nanotube forest-grown ceramic fiber cloths. In this research, a professor of mechanical engineering and his team demonstrated a novel approach in grafting a highly aligned forest of carbon nanotubes on silicon carbide fibers cloths. The work was a collaborative effort conducted by UH Mānoa and the Rensselaer Polytechnic Institute.
- A UH Mānoa astronomer discovered a new comet, the first at the Mauna Kea Observatories. The comet is now officially named "P/2005 VI Bernardi" after its discoverer.
- Using a transgenic mouse model, UH Mānoa molecular biologists demonstrated that enhanced muscle growth during developmental stages can play a significant role in the prevention of obesity and hyperinsulinemia, a common symptom of pre-diabetes. By depressing a key negative regulator of muscle growth, myostatin, the researchers successfully generated transgenic mice with enhanced skeletal muscle growth.
- A UH Mānoa researcher, in partnership with a molecular biosciences and bioengineering doctoral student, developed an economical and efficient technology that could potentially resolve arsenic poisoning problems in drinking water. The technology, named "MicroNose™," has been able to remove 99.9 percent of arsenic from drinking water.
- A newly discovered group of comets, referred to as "main-belt comets" may hold clues to the origin of Earth's oceans. They appear to have formed in the warm inner solar systems inside the orbit of Jupiter rather than in the cold outer solar system beyond Neptune. This finding supports the idea that ice objects from the main asteroid belt could be a major source of the Earth's present-day water. These findings, by a professor of astronomy and a UH graduate student, were published in *Science*.
- A UH Mānoa professor of Hawaiian and Indo-Pacific Languages and Literature found a 700-year-old 34-page legal code document in a Sumatran village, where it had been seen but not pursued by a Dutch school 61 years earlier. Recorded in Malay with a few sentences of Sanskrit on bark paper from the paper mulberry tree, the Tanjung Tanah document was radiocarbon dated to the 14th century, making it the oldest known Malay manuscript. UH and the Yayasan Pernaskahan Nusantara foundation are coordinating translations, publication, and preservation of the document.
- A College of Tropical Agriculture and Human Resource entomologist and his graduate student identified a unique native caterpillar that stalks, traps, and eats snails. The discovery reveals how our islands are hotbeds of evolution in which new species and survival strategies arise at a remarkable rate.

Economic Impact on Hawai‘i

What is the economic impact of UH on Hawai‘i?

Statewide. The University of Hawai‘i is a major economic force in Hawai‘i. In 2006, total UH revenues were \$1.2 billion.

The following is based on “The Contribution of the University of Hawai‘i to Hawai‘i’s Economy in 2003” by the UH Economic Research Organization (UHERO), March 2004.

- In 2003, total UH spending was \$989 million, of which \$454 million came from state general funds.
- Total UH-related expenditures in FY 2003 directly and indirectly generated \$1.97 billion of business sales, 35,800 jobs, and \$1.24 billion of earnings to households.
- For every dollar of general funds appropriated by the state, the UH system generates another \$2.09 of education-related expenditures in the economy.
- For every \$1 million of state general funds invested in UH, 79 jobs are generated.
- Total UH expenditures generated \$132 million in state taxes during FY 2003. These expenditures represent 3.8 percent of total state taxes.

Big Island. The following is from the report: “The Annual Economic Impact of the University of Hawai‘i at Hilo on the Local Economy, 2006 Update” by David Hammes, PhD, UH Hilo Economics Department, September 2006.

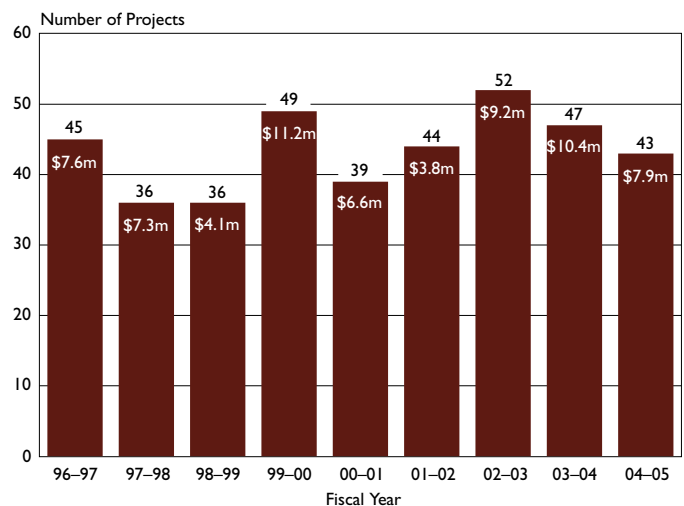
- UH Hilo accounts for \$135.5 million dollars’ worth of direct expenditures annually, up from about \$103 million in 2003.
- These \$135.5 million in expenditures generated as much as \$54.6 million additional dollars of added economic activity in the form of indirect and induced sales, 600 direct jobs (up from 486 in 2003), and a total increase in jobs of 3,523 (up from about 2,800 in 2003).
- For every one dollar of state general or capital improvement funds directed to UH Hilo, an additional \$2.38 to \$2.75 is generated by UH Hilo in direct expenditures.
- For every \$1 million of state general and capital improvement funds invested, 87 jobs are generated. This represents 4.5 percent of employment on the Big Island (up from 4.1 percent in 2003) and makes UH Hilo the second largest employer in East Hawai‘i.
- The additional expenditures associated with UH Hilo’s economic activity results in \$17.1 million additional state and local tax revenues annually.

FOREIGN INVESTMENT IN UH

The external non-U.S. economic investment in the UH continues to be substantial. For the past nine years, the average number of awards from foreign sources was 43 and the average amount awarded was \$7.6 million.

The largest awards for the last two fiscal years were from the Japan Agency for Marine-Earth Science & Technology Center (JAMSTEC) in the amounts of \$3.2 and \$2.9 million, respectively. The recipient, the UH International Pacific Research Center (IPRC), is a unique, international collaborative climate research program established in the School of Ocean and Earth Science and Technology. Since the project’s inception in 1997, the IPRC has received over \$22.5 million in funding from JAMSTEC.

Awards from Foreign Sources

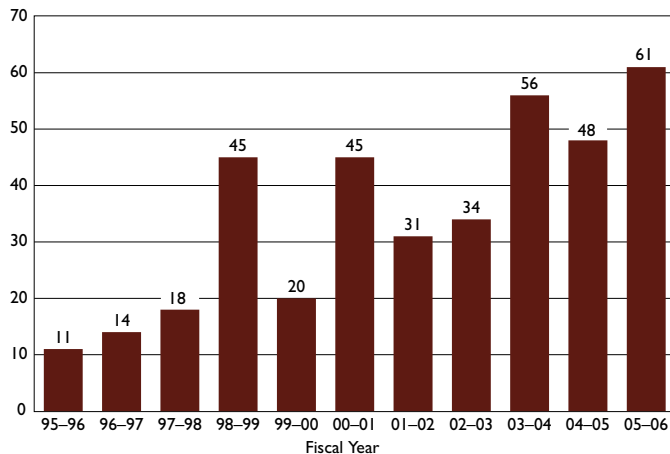


TECHNOLOGY TRANSFER

The Office of Technology Transfer and Economic Development (OTTED) serves as a gateway for access to the University's rich educational, scientific, and technical resources by actively promoting new University inventions and discoveries to industry and by working with business and government leaders throughout the state to encourage economic development.

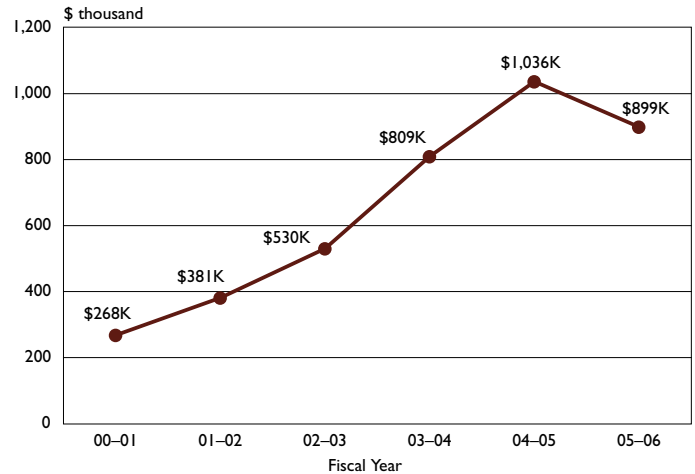
While the overall number of active licenses has continued to climb, the licenses to local companies that are making a direct contribution to Hawaii's economy are most exciting. In 2004, OTTED participated in the UH Business Plan competition by offering up to \$20,000 in additional prize money to winning teams whose business plans were based on licensable UH technologies. For three consecutive years, the top placing team in the competition has based their plan on a UH technology. There are now two new companies operating in Honolulu based on those technologies, with a third in the start up phase. One in particular, Pipeline Communications and Technology, Inc., is a prime example of the kind of activity OTTED is trying to promote. Pipeline has licensed three UH technologies, sponsored research at UH, employed ten full-time staff (including UH graduates), hired UH students as paid interns, and provided mentoring to other business plan teams.

UH Invention Disclosures



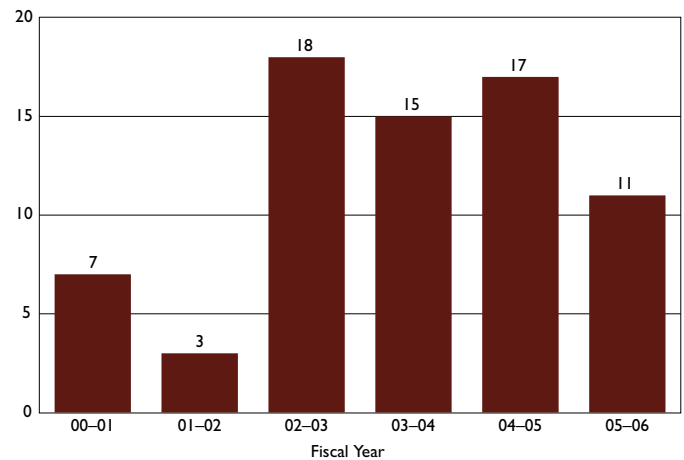
The University's licensing revenues increased for four years before decreasing in FY 2005-06. Total revenues, as a whole, tend to fluctuate significantly from year to year because of the varying durations of licenses.

UH Licensing Revenues



The number of licenses and options signed by the University also have a tendency to fluctuate annually. The cumulative number of active licenses and options is currently 74. Ten are locally-based licensees.

Annual UH Licenses/Options Signed



ECONOMIC DEVELOPMENT HIGHLIGHTS

- UH Mānoa has been awarded a \$4.1 million grant from the Health Resources Services Administration to enhance Pacific emergency preparedness. The grant will support a broad-based consortium of public and private health educators and services providers. The goal of the program, managed by the Department of Anthropology, is to train health professionals in Hawai'i, California, and the U.S. Affiliated Pacific Islands to better respond to potential acts of biological, nuclear, incendiary, chemical, and explosives terrorism.
- The Department of Defense provided \$7.7 million in support of a three-year research partnership between the Cancer Research Center of Hawai'i—a research unit of the University of Hawai'i—and Tripler Army Hospital. In addition to cutting-edge research on cell metastases, this partnership will facilitate the delivery of cancer care to citizens of Hawai'i and the Pacific.
- Construction of the \$13 million Pan-STARRS telescope equipped with the world's largest digital camera commenced on Haleakalā during FY 2005. In addition, Haleakalā was selected as the site for the new National Science Foundation \$200 million Advanced Technology Solar Telescope. Mauna Kea is a candidate site for the \$1 billion Thirty Meter Telescope (TMT) project which will be the largest telescope in the history of astronomy.
- UH Mānoa's College of Tropical Agriculture and Human Resources (CTAHR) agribusiness incubator provides consulting services to agribusinesses that might not otherwise have access to such assistance. In its first year, the incubator served 11 farming and value-added businesses located throughout the state. As a result, two new businesses were formed, one O'ahu farmer doubled his production capacity, and a Big Island business increased its revenues by \$0.5m, enabling it to increase its staff by ten percent.
- New medical education and research buildings in Kaka'ako were completed in 2005 at a cost of \$150 million, providing John A. Burns School of Medicine with state-of-the-art facilities on par with the best medical schools in the country.
- UH has established a biosciences and bioengineering partnership with BioXene (Nanogenetech, Inc.) to develop a new type of nanoscale molecular biosensor that could be used for rapid detection of Avian Influenza (Bird Flu) and other biological targets.
- As part of an international and interdisciplinary research team, UH scientists were awarded a grant from the National Science Foundation to develop a "tsunami preparedness model" to enhance public safety in tsunami-prone regions in Hawai'i and throughout Asia and the Pacific.
- The Department of Geriatric Medicine in the John A. Burns School of Medicine has been selected in a nationally competitive process as a "John A. Hartford Foundation Center of Excellence in Geriatric Medicine." By virtue of this selection, the foundation provides funds annually to assist in the development of academic faculty for this national critical shortage specialty. The Department of Geriatric Medicine is the fourth of only six such departments in U.S. medical schools. By having one of the first departments, UH is regarded as a national leader in this field.
- UH Sea Grant, in association with multiple state, federal, and private partners, worked to open the Port Reception Project. This effort provides fishermen with an easy and convenient place to discard derelict fishing nets they encounter in their travels. This reduces the amount of marine debris in Hawaiian waters, and the nets, used by H-Power, are turned into electricity.
- The Institute for Astronomy's (IfA) operations budgets of approximately \$63 million per year and an estimated direct payroll of \$29 million per year delivers \$6 million per year in payroll taxes to the state. The general contribution of UH astronomy activities to the state's economy is estimated to be \$150 million per year and over 500 jobs.

GOAL 3: A Model Local, Regional, and Global University

Establishing the University as a distinguished resource in Hawaiian and Pacific-Asia affairs depends on a strong commitment to perpetuating Hawaiian culture and language and on focusing the international dimension of the University on the Pacific-Asia region. Measures of student participation in HAWAIIAN LANGUAGE AND CULTURAL STUDIES, the PACIFIC-ASIA FOCUS of international activity on campuses, and the efforts to INTERNATIONALIZE THE CAMPUS EXPERIENCE demonstrate the University's progress in positioning itself as one of the world's foremost multicultural centers for global and indigenous studies.

Hawaiian Language and Cultural Studies

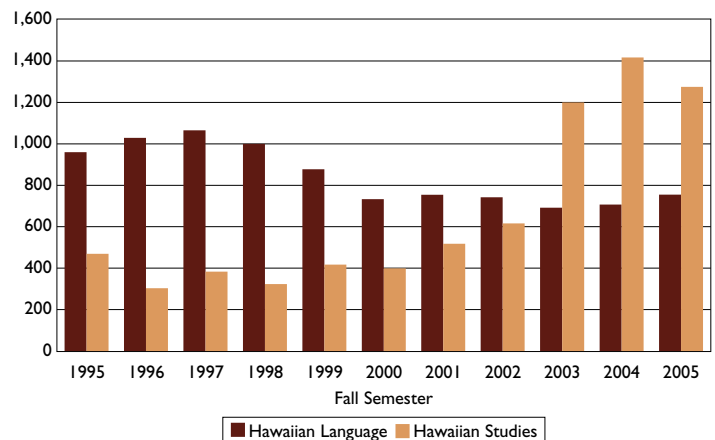
How well is the University doing in its commitment to preserve and disseminate Hawaiian history, language, and culture?

Hawaiian studies courses offered at UH Mānoa, UH Hilo, and the UH Community Colleges continue to grow in popularity.

At UH Mānoa, registration in Hawaiian studies courses continues to increase after nearly doubling from 2002 to 2003. Registration in Hawaiian language courses has decreased since peaking in 1997. Students must take an approved course focused on Hawaiian, Pacific, and Asian issues as a UH Mānoa General Education graduation requirement.

UH Mānoa offers two MA degree programs, one in Hawaiian Studies and one in Hawaiian Language, and has increased its undergraduate and graduate course offerings. Improved funding of Hawaiian programs between 2001 and 2005 and strong faculty leadership have provided consistent governance to help coordinate this growth.

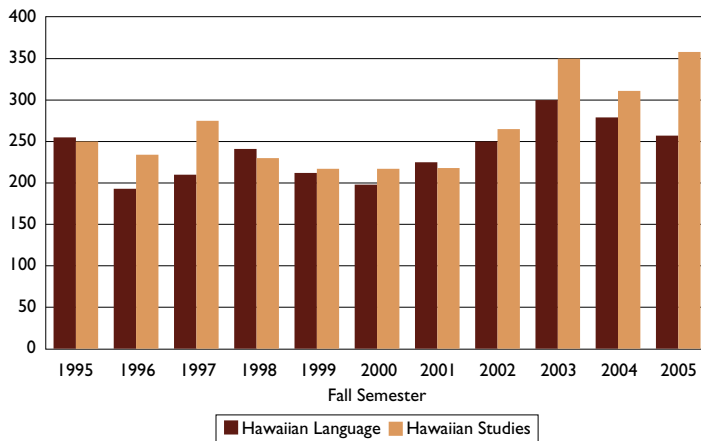
Registration in Hawaiian Language and Hawaiian Studies Courses
UH Mānoa



At UH Hilo, registrations in Hawaiian language decreased slightly the past two years while registrations in Hawaiian studies courses have increased and are at their highest ever.

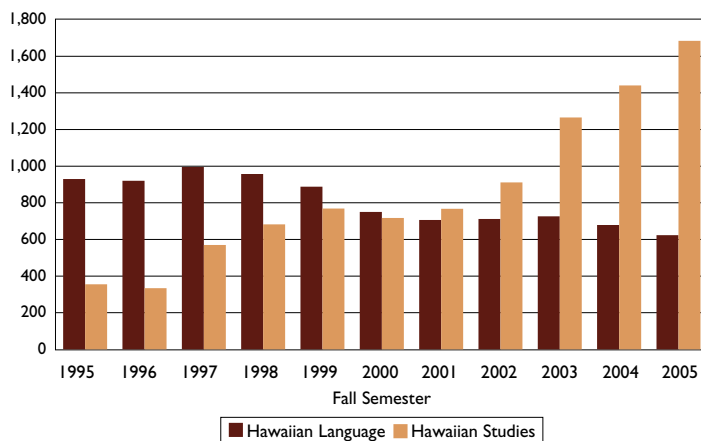
The Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language has offered introductory Hawaiian language courses online and asynchronously to students across the state, on the mainland, and internationally.

Registration in Hawaiian Language and Hawaiian Studies Courses
UH Hilo



At the UH Community Colleges, student registrations in Hawaiian studies courses continue their upward trend and are currently at their peak.

Registration in Hawaiian Language and Hawaiian Studies Courses
UH Community Colleges



The UH Mānoa William S. Richardson School of Law received a federal grant of nearly \$600,000 to establish a Center for Excellence in Native Hawaiian Law. The Center focuses primarily on education, research, and the preservation of invaluable historical, legal, traditional, and customary materials.

UH Mānoa's School of Social Work was awarded a federal grant to establish Ha Kupuna, a national resource center for Native Hawaiian elders. It is one of only three federally funded centers in the nation.

Pacific-Asia Focus

How is UH strengthening its Pacific-Asia focus?

- Faculty members from several University of Hawai'i campuses delivered English language capacity building workshops for faculty members of the Hanoi University of Foreign Studies as a component of the three-year Atlantic Philanthropies Foundation grant.
- The Center for Pacific Island Studies collaborated with other Pacific universities to organize an international dance conference, "Culture Moves! Dance in Oceania—From Hiva to Hip Hop" in Wellington, New Zealand.
- UH Hilo's master's degree program in China-U.S. Relations received generous support from the Chinese Civic Association of Hawai'i for student scholarships.
- Honolulu Community College, in partnership with the Community Colleges for International Development (CCID) and the Institute for International Education, led a trip to Thailand for 12 U.S. community college presidents seeking to establish linkages and collaborations.
- UH Mānoa joined 12 Asian universities as the only U.S. institution and a founding member of the Asia-Pacific Association for International Education (APAIE) whose purpose is to promote and support communication, networking, professional development, and other areas critical to the advancement of international education in Asia and the Pacific.
- A UH Mānoa Curriculum Research & Development Group faculty was one of five evaluators sponsored by a Kellogg Foundation grant to the Institute for Native Education and Culture (INPEACE) to make presentations on culturally appropriate evaluation methodology at the American Evaluation Association conference in Canada and at the World Indigenous Peoples Conference on Education in New Zealand.
- Kaua'i Community College faculty joined the University of the Ryukyus as invited panelists at the 1st Center of Excellence Conference on Tropical Island Biodiversity and Coral Reefs in Okinawa.
- A UH Mānoa Curriculum Research & Development Group professor of social studies education was selected to participate in a 2005 Fall Fellowship in Korean Studies by the Korea Society, a 12-day, docent-led study tour of Korea designed for textbook writers, editors, and other educational professionals.
- A National Resource Center for East Asia grant totaling \$1.5 million (including awards for Foreign Area and Language Studies fellowships totaling \$700,000) was awarded to the Centers for Chinese, Japanese, and Korean Studies from 2003–2006.
- The William S. Richardson School of Law has awarded its 2006–07 Freeman Foundation Fellowships to a Cambodian and a Chinese. The fellowships are worth approximately \$40,000 each and pay for tuition, fees, and living expenses for one year of study in the LL.M. Program.
- UH Mānoa is a leading international center for the anthropology of Hawai'i, Asia, and the Pacific with more than 30 scholars whose work is focused on the region. It produces the largest number of advanced degrees in this specialization of any institution in the world.

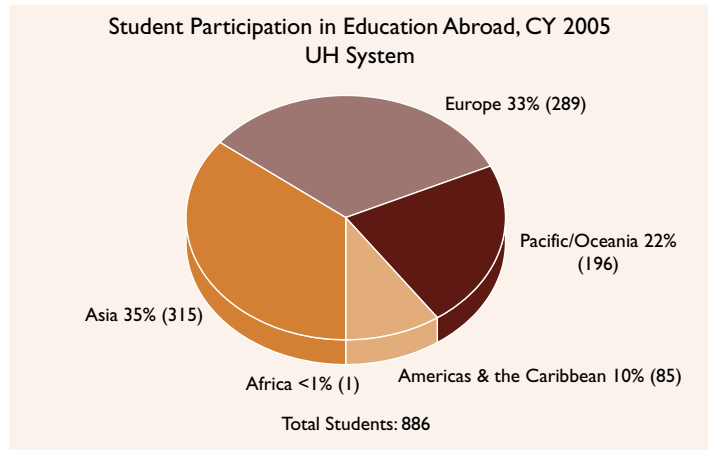
Internationalizing the Campus Experience

How is the University ensuring an international dimension to students' education?

- UH Mānoa will house one of 11 Confucius Institutes in the U.S. The Institute will promote education about Chinese language and culture by developing a Chinese language teacher certification program, an online K–12 Chinese language curriculum, innovative language learning opportunities, and lectures and presentations for businesses, government, and general communities.
- During 2005, the Pacific and Asian Affairs Council in coordination with the UH Community College International Affairs Outreach Program served more than 12,000 students, faculty, and community members through international events and activities across the state.
- UH Mānoa's Pacific Asian Consortium for International Business Education and Research and the East-West Center cosponsored the 16th Annual Graduate Student Conference.
- The Centers for East Asian, Southeast, and South Asian Studies, in collaboration with the Honolulu Academy of Art, the Doris Duke Center for Islamic Art, and the Hawai'i Muslim Association established an interdisciplinary "Muslim Communities in Asia" research institute.
- UH Mānoa Asian Studies Program received a three-year, \$300,000 grant from the Freeman Foundation to infuse Asian topics into courses at minority serving institutions. Selected faculty members engaged in learning experiences through summer workshops and study travel to Asian countries and regions with the intention of including new content in their courses.
- The Center for Chinese Studies presented awards for excellence in Chinese Studies to four graduate students.
- UH Mānoa, UH Hilo, UH West O'ahu, Leeward Community College, and Kapi'olani Community College celebrated nationally-designated International Education Week with a variety of theatrical, musical, and cultural events.
- UH West O'ahu created two new courses with international themes: Japanese popular culture and an honors program course on mythology of Polynesia and Micronesia.
- UH Mānoa added two Asian Studies courses: Telecommunications and the Internet in East Asia, and an undergraduate certificate program in Languages and Literatures of East Asia for Spanish language.
- Natural Resources and Environment Management at UH Mānoa introduced a new course comparing international agricultural systems.
- Honolulu Community College revised two world civilization and three anthropology courses to include more international and Pacific content.
- The UH Mānoa departments of music, theatre, and dance captivated audiences totaling 3,000 with impressive performances of music and folk dance of the Minangkabau people of West Sumatra, Indonesia.

OVERSEAS STUDY/RESEARCH PROGRAMS

Of the 886 students who participated in an international program of study, research, internship, or service learning in calendar year 2005, approximately one-third went to Asia, one-third to Europe, and the remainder went to the Pacific/Oceania region, the Americas, and the Caribbean. Students from UH Mānoa comprised 79 percent of the participants.



Note: In 2005, the reporting period changed from academic to calendar year.

- Kapi'olani Community College and UH Mānoa Asian Studies faculty collaborated on an undergraduate study/travel project "Cultures Along the Mekong River," part of a \$1.3 million grant from the Freeman Foundation.
- The Academy for Creative Media sent four 'super interns' to Australia to work on the set of the Warner Brothers' blockbuster "Superman Returns" where they earned course credit while becoming immersed in the production of a major film.
- The UH Community Colleges sent a total of 31 Freeman Foundation Scholarship students to Japan, China, and South Korea for intensive language, culture, and service learning experiences. The Freeman Foundation awarded the UH Community Colleges a second \$1.2 million grant to continue integrating language study and service learning abroad.
- Twenty-four students participated in the UH Mānoa College of Business Administration's field study in Asia, providing students an opportunity to explore business practices in a variety of Asian countries.
- Two UH Mānoa graduate students were among 1,000 students from the United States selected for Fulbright grants, one to South Africa and the other to Taiwan.

FACULTY/STAFF ACTIVITIES

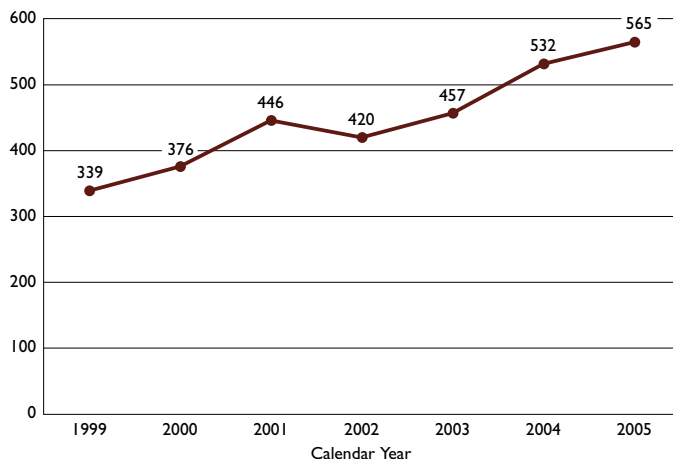
A total of 188 faculty and administrators systemwide reported going overseas to participate in teaching and research, present at international conferences, recruit international students, escort student groups on service learning projects, and engage in field schools. More than half of the participants went to Asia.

Five UH faculty members, four from Mānoa and one from Honolulu Community College, were awarded Fulbright Scholar grants. Four lectured and or conducted research in Asia and one in Scandinavia.

VISITING SCHOLARS AND INTERNATIONAL FACULTY

In calendar year 2005, 565 international faculty/staff and visiting scholars taught, conducted research, worked in academic/institutional support positions, or participated in international exchange activities under UH sponsorship. More than 45 percent came from Asia, 33 percent from Europe, and the remainder from Canada, Latin America, Oceania, the Middle East and Africa. The largest number was from China, followed by Japan, Canada, Germany, and South Korea. An additional 45 individuals came to UH campuses as lecturers, Fulbright scholars, or seminar/conference participants.

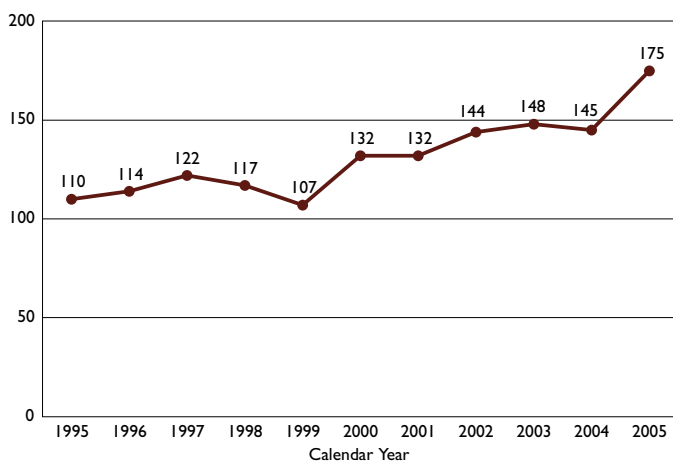
Visiting Scholars and International Faculty



INTERNATIONAL PARTNERSHIPS

As of calendar year 2005, the University of Hawai'i has 175 formal international agreements with partner institutions. These linkages provide opportunities for faculty and student exchange, short-term training, library exchanges, collaborative research, and the development of international programs that are mutually beneficial.

International Partnerships

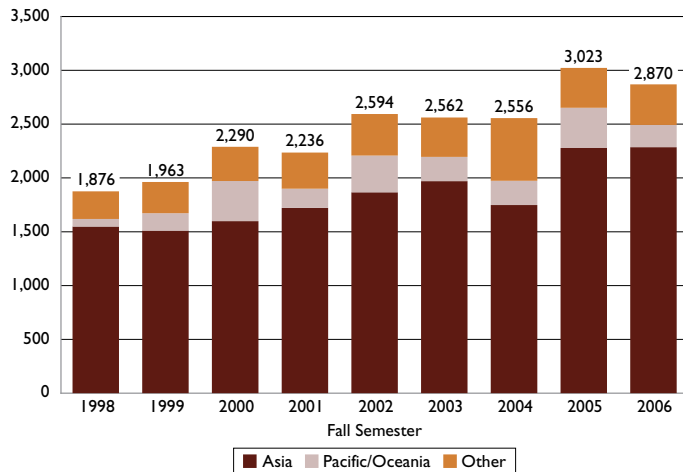


- UH's Center for International Business Education and Research, in partnership with the State Department of Business Economic Development and Tourism, the Department of Homeland Security, and the Pacific Command, held the 3rd Annual Asia-Pacific Homeland Security Summit.
- UH Mānoa managed an interdisciplinary U.S. Agency for International Development-funded project in East Timor for technical assistance and training from 2003–05. Faculty from tropical agriculture, urban and regional planning, civil engineering, and linguistics provided technical assistance and training.
- Kapi'olani Community College has collaborated in a highly successful USAID-funded project to assist Polytechnic of Namibia improve their hospitality and tourism programs through faculty exchange and curricular development.
- The William S. Richardson School of Law hosted a 15-nation International Client Counseling Competition, with entrants from Australia, Canada, the United Kingdom (including teams from England, Wales, Scotland, and Northern Ireland), Hong Kong, India, Malaysia, New Zealand, Nigeria, Puerto Rico, the Republic of Ireland, Sri Lanka, and the United States.
- UH Mānoa's Center for International Business Education and Research in partnership with Universiti Kebangsaan Malaysia co-hosted a conference and exhibition on "Doing Business in Islamic Asia."
- The UH Mānoa School of Hawaiian, Asian, and Pacific Studies, in partnership with United Nations University (Japan) cosponsored a global seminar "Consuming Cultures: Change, Tradition, and Choice in Asia and the Pacific."
- The UH Mānoa Academy for Creative Media (ACM) has entered into a formal relationship with the Shanghai International Film Festival (SIFF) to show the first student films in the history of SIFF. This initial partnership between ACM, the Shanghai International Film Festival, the University of Shanghai, and the Hawai'i International Film Festival is a pilot program for ACM's new Student Media Arts Exchange, and is the first of many anticipated exchange programs with festivals and universities around the world.
- The Center for Korean Studies hosted a week-long symposium that featured the Korean historical drama Daejanggeum or "The Great Jangjeum" (Jewel in the Palace).

INTERNATIONAL STUDENT ENROLLMENT

In fall 2006, 2,870 international degree-seeking students, representing 119 places of origin, were enrolled at a UH campus. Eighty percent of the international student population came from one of 28 Asian nations. Japan sends the largest number of students, comprising 41 percent of the total UH system international student enrollment.

**Enrollment of Degree-Seeking International Students
UH System**



Note: Students who did not specify place of origin are included in the "Other" category.

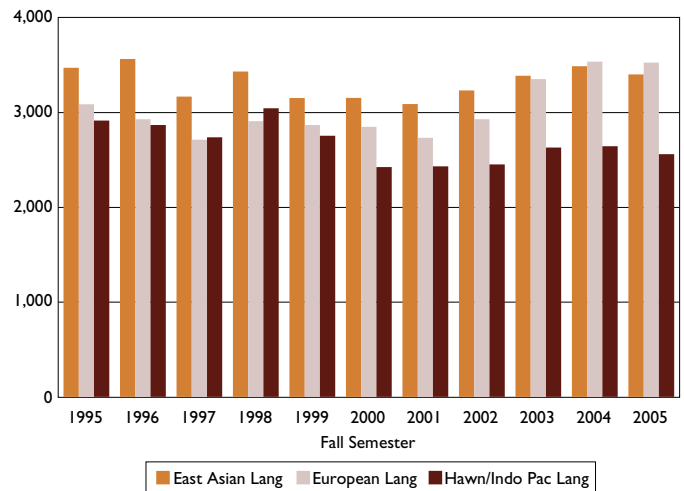
LANGUAGE STUDY

UH students can earn a certificate with an international component in nearly 40 fields. Students have the opportunity to participate in international exchange, study abroad, and specially designed campus-based overseas programs. UH offers 30 languages other than English.

Over the past decade, registrations in foreign languages increased 9 percent overall.

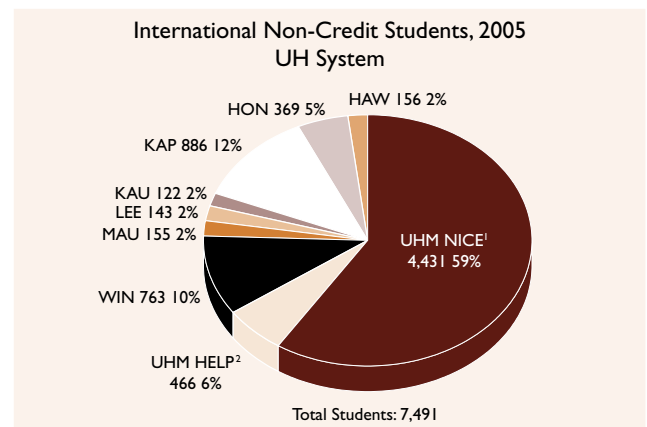
- East Asian Languages (-2%)
- European Languages (+14%)
- Hawaiian/Indo-Pacific Languages (-12%)

**Registration in Languages
UH System**



INTERNATIONAL NON-CREDIT ENROLLMENT

A total of 6,605 international students participated in short-term non-credit training across UH in 2005, generating revenues of approximately \$2.5 million. UH completed 74 customized contract training programs. Sixty-seven percent of the reported revenues were generated by English language training at UH Mānoa. The UH Community Colleges served international participants in fields including: English language training, Hawaiian history and culture, culinary arts, early childhood education, emergency medical training, hospitality and tourism, flight attendant training, and cosmetology.



¹ New Intensive Courses in English (UH Outreach College) English as a Second Language

² Hawai'i English Language Program (UHM) Intensive English as a Second Language

GOAL 4: Investment in Faculty, Staff, Students, and Their Environment

Creating a university culture of excellence requires attention to the value and development of human resources and the work environments that sustain them.

Measures of the University's INVESTMENT IN FACULTY AND STAFF and INVESTMENT IN THE PHYSICAL PLANT are presented to demonstrate the University's progress in recognizing and investing in its most important assets.

Investment in Faculty and Staff

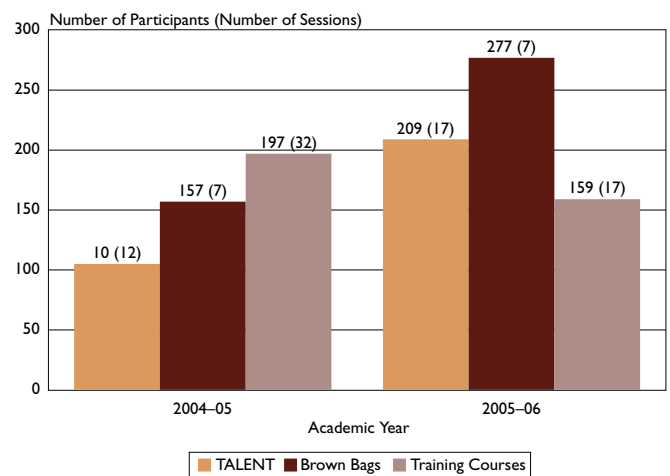
How are campuses investing in their faculty and staff?

UH SYSTEM

Information Technology Services (ITS)

- Teaching And Learning With Electronic Networked Technologies (TALENT) is a faculty development program of ITS available on all campuses of the UH System. It provides instructional sessions to interested faculty throughout the year. TALENT seminars and workshops are designed to introduce faculty not only to distributed learning, but to application programs that can be used in both face-to-face and online environments. They are offered via interactive/instructional television, hands-on workshops, and online. In an effort to provide the optimal experience for faculty, ITS travels to each island once during the academic year to conduct workshops and to schedule individual one-on-one sessions with faculty.
- Brown Bags are specialized training and informational sessions that ITS coordinates for information technology and technical support staff throughout the UH system via interactive/instructional television. Topics include SIS update, Internet2 Advanced Services, Web2.0, and Internet Security.
- ITS offers short (1–2 session) training courses which are open to faculty and staff and are hands-on lab-based courses. While most are taught at UH Mānoa, courses have been delivered on neighbor islands and via interactive/instructional television.

Participation in ITS Training and Informational Sessions



Sabbatical and Professional Leave

The University invests in faculty and staff by providing funding for leaves of six months at full pay or twelve months at half pay to pursue scholarly activities and academic renewal. In 2005, the University supported 166 employees on sabbatical and professional leaves.

UH Sabbatical/Professional Improvement Leave 2005	
Employee Type	Number
Staff	5
Faculty	161
Total	166

UH MĀNOA

The UH Mānoa's Office of Faculty Development and Academic Support (OFDAS) provides a range of faculty professional development and academic support services through its Center for Teaching Excellence, Center for Instructional Support, and Faculty Mentoring Program. Through the following programs and services, OFDAS attempts to address pedagogical and professional issues that relate directly to teaching and learning and to ethical and professional development: lecture series on professional development; mid-semester diagnosis of teaching effectiveness; course and faculty evaluation (CAFÉ); discussion groups on issues in higher education; grant writing series; teaching assistant training and future professoriate series; new faculty orientation program; departmental leadership workshops; media and graphic services; library of dossiers; and faculty mentoring.

UH HILO

The UH Hilo Faculty Research Council awards intramural grants for conference travel, and start-up projects, as well as grants for scholarly activity in academic fields that have relatively little opportunity for external funding. Grants are awarded for scholarly and/or creative activities, as well as training grants to enhance instructional capabilities.

Through a five-year Science, Technology, Engineering, and Math (STEM) grant, science and math faculty are learning different approaches to studying the natural world and adapting to different student learning styles. The University's National Science Foundation Keaholoa-STEM program sponsored a three-day OnCourse I workshop on enhancing student learning in which UH Hilo and UH Community Colleges faculty participated. UH Hilo faculty have participated in several series of on-campus workshops on instructional technology and online instruction, including podcasting and production of multimedia materials for online delivery.

UH WEST O'AHU

UH West O'ahu offers professional development activities, including a professional development day for the faculty prior to the start of each semester, as well as workshops and seminars throughout the year for faculty and staff. Intramural funds are provided for seed money research grants and for funding faculty travel to conferences. UH West O'ahu funded 100 percent of faculty travel requests in AY 2005–06.

In spring 2005, the Director of Assessment began a series of workshops to assist faculty in developing measurable learning outcomes and assessment tools. This Collaborative Assessment Project (CAP) continued in fall 2006 with a new cohort of faculty.

UH COMMUNITY COLLEGES

The UH Community Colleges support professional development efforts through system and campus planning and resource allocation. New and continuing initiatives are funded by chancellors, fundraisers, and external grants. Workshops on assessing student learning outcomes and support for faculty travel are among the types of professional development activities offered. All colleges have staff and faculty development committees and have continued the annual practice of a college-wide, non-instructional professional development and enrichment day.

The Wo Learning Champions and the Tsunoda Community College Leadership Champions (CCLC) programs are examples of major investments in faculty and staff development by the community colleges.

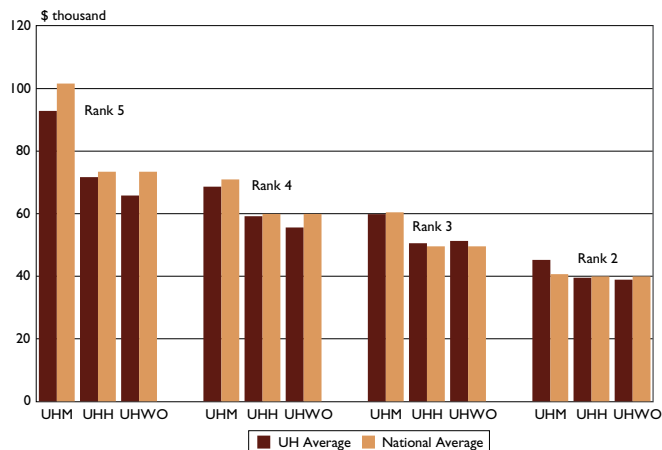
Funded by an endowment from the Wo Family Foundations, the Wo Learning Champions initiative focuses on professional development for faculty and staff. With a focus on learning, the Wo Learning Champions program invests in junior members of the academic community, renews its senior members, and promotes the enrichment of all. Among the accomplishments in the last two years are the successful coordination of a systemwide professional development day; the Wo Innovations in Learning Day; the selection of an Innovation of the Year Award recipient; the coordination of a successful Distinguished Lecturer series; a speakers' bureau; an exchange grant program; and cosponsorship of a number of systemwide workshops and conferences. A fifth generation of Wo Learning Champions representatives from the community colleges and Employment Training Center will assume responsibilities in January 2007.

The mission of the CCLC program is to identify, encourage, develop, and support the next generation of community college leadership. The group, made up of representatives from each campus, was formed in response to a desire to grow its leaders from within and to acknowledge that effective leadership must come from all levels. Leadership Champions have the opportunity to attend the Community College Leadership Development Institute at the University of California, San Diego. Each campus supports the travel expenses of their Champion to attend monthly meetings on each campus, which are intended to develop a better understanding of the challenges and opportunities facing the system and to pursue a leadership project chosen by the group.

How do UH faculty salaries compare with national averages?

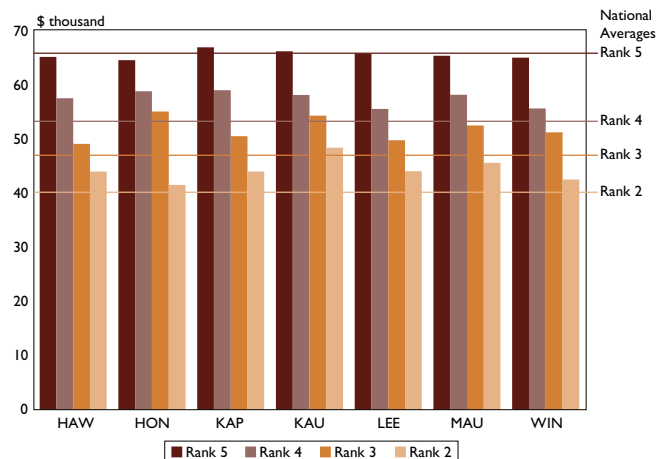
UH Mānoa, UH Hilo, and UH West O'ahu salaries continue to lag behind national averages for higher ranked faculty (Ranks 4 and 5) while salaries for lower ranked faculty (Ranks 2 and 3) are more on par with their national counterparts from public doctoral level and baccalaureate institutions.

Comparison of Average Faculty Salaries with Other Public Institutions, 2005–06
UH Mānoa, UH Hilo, UH West O'ahu



UH Community College faculty salaries continue to reflect favorably in relation to their national public institution counterparts. Salaries at Ranks 2, 3, and 4 continue to exceed the national averages in comparison to other public two-year institutions with academic ranks. At the Rank 5 level, Kapi'olani and Kaua'i Community Colleges exceeded the national average.

Comparison of Average Faculty Salaries with Other Public Institutions, 2005–06
UH Community Colleges



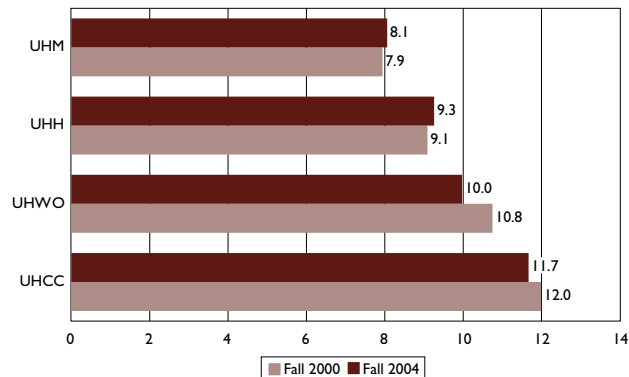
Note: The national averages are the averages of all public institutions surveyed that are in the same category as the UH campus.

ACADEME MAR/APR 2006 BULLETIN OF THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (AAUP)

What share of their time do UH faculty spend on instruction and research and how does this compare with counterparts elsewhere?

Instructional workload increased slightly at UH Mānoa and UH Hilo but decreased slightly at UH West O'ahu and the UH Community Colleges from fall 2000 to fall 2004. UH regular faculty teach from two to four courses a semester and some teach five. For comparative purposes, equivalent semester hours per regular faculty at the UH Community Colleges include general academic instruction only.

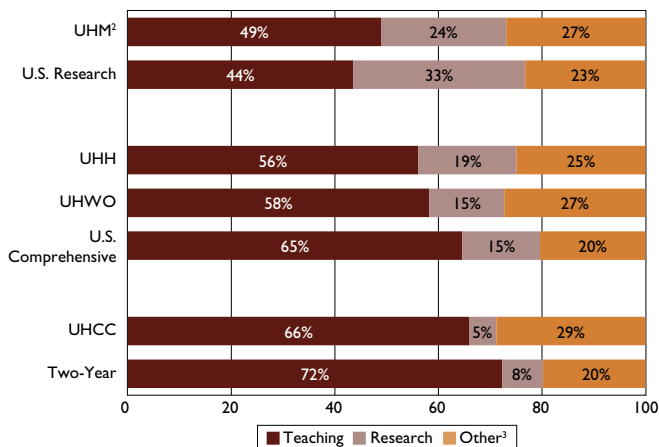
UH Equivalent Semester Hours/Regular Faculty



Note: Equivalent semester hours consist of fixed semester hours plus defined equivalencies for directed reading, thesis or dissertation classes, and other variable credit classes.

UH Mānoa instructional faculty estimate they spend more time teaching than their counterparts nationwide while UH Hilo, UH West O'ahu, and UH Community Colleges faculty estimate they spend less time. The share of UH faculty time spent on research in comparison with their national counterparts varies for each unit. The share of time UH faculty at all four units spend on administrative, professional growth, service, and other non-teaching activities exceeds that of their peers.

Percentage of Time Instructional Faculty Spent on Various Activities, by Institutional Type¹



¹ Based on 684 responses by UH faculty classified as instructional (excluding lecturers), spring 2006. U.S. data includes full-time faculty and instructional staff members with instructional responsibilities, fall 2003.

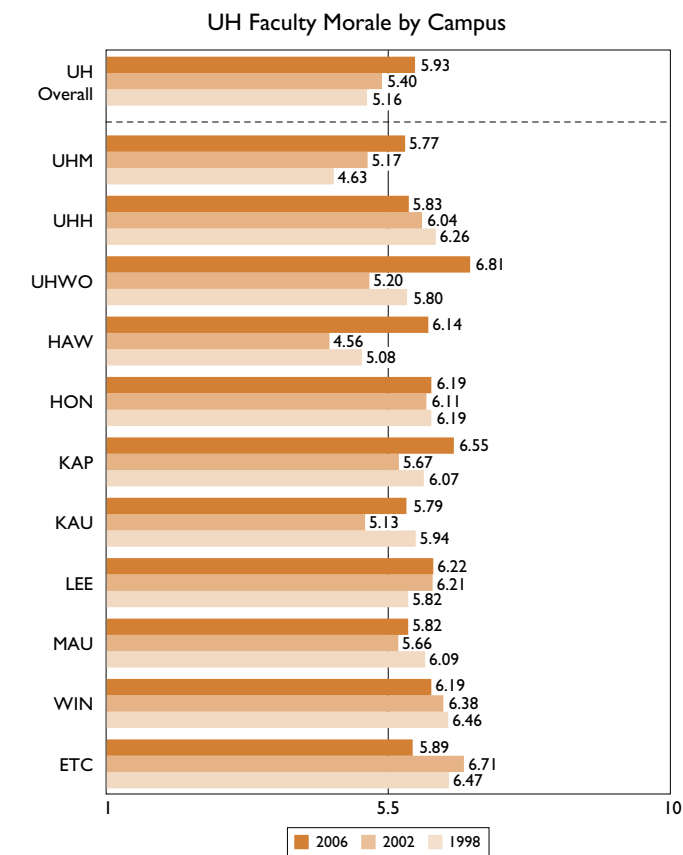
² Adding UHM faculty classified as "research" to the UHM profile would result in a percentage closer to the national average.

³ "Other" includes administration, professional growth, service, and other non-teaching activities.

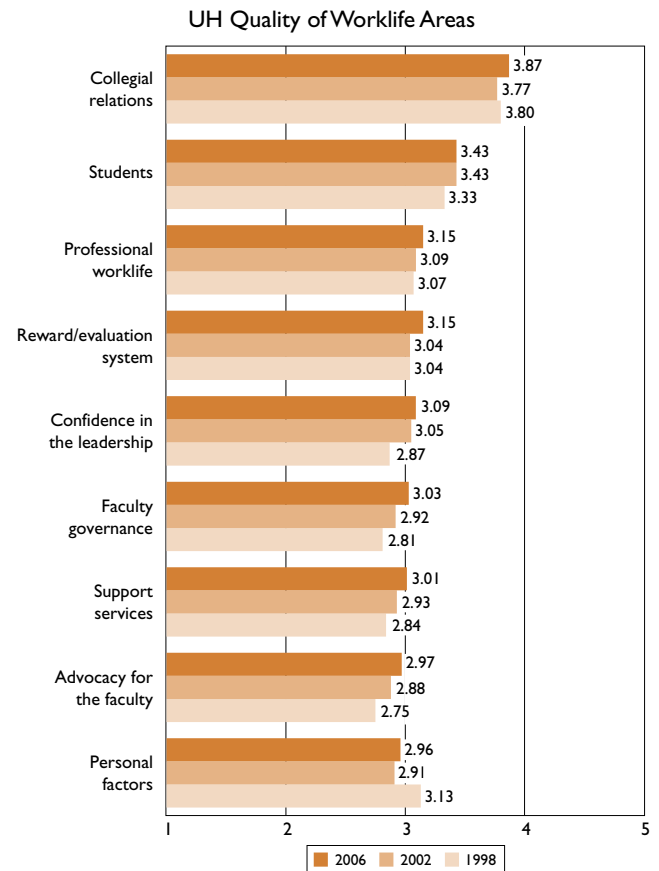
UH QUALITY OF FACULTY WORKLIFE SURVEY, SPRING 2006
NATIONAL CENTER FOR EDUCATION STATISTICS,
2004 NATIONAL STUDY OF POSTSECONDARY FACULTY

What is the overall state of faculty morale at UH?

On a scale of 1 to 10, UH faculty morale in spring 2006 stands slightly above the mid-point at 5.93, with the lowest at UH Mānoa (5.77) and the highest at UH West O'ahu (6.81). Note that comparisons between survey years should be approached with caution as respondents and data distributions vary with each administration. With that caveat in mind, it does appear that overall faculty morale at UH has moved in a generally positive direction.



UH faculty members perceive the greatest need for improvement is in areas related to personal factors (such as salary and housing) and advocacy for faculty, and the least need is in areas related to collegial relations and students.



Note: Scale range is 1–5. 1 = most negative; 5 = most positive (midpoint 3)

Mean results for 1998 and 2002 are included only as a point of reference to the current year. Any comparison should be interpreted with caution as respondents and data distribution vary by study.

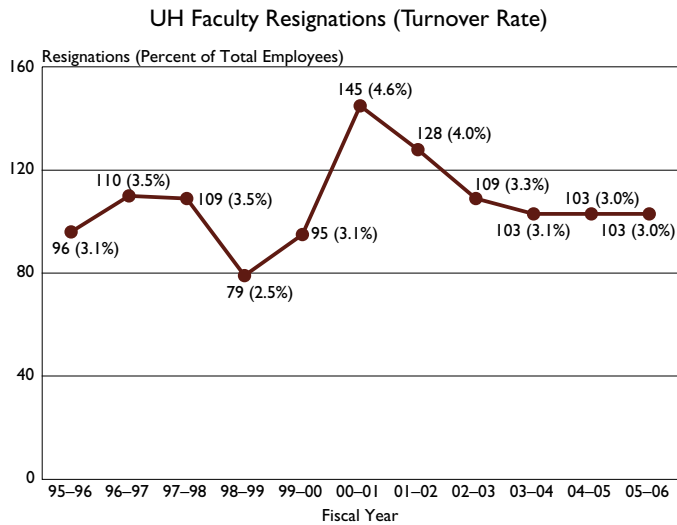
Reflects all members of the UH faculty (i.e., instructors, researchers, specialists, agents, and librarians).

UH QUALITY OF FACULTY WORKLIFE SURVEY, SPRING 2006

What is the turnover rate for faculty?

Faculty turnover rates reached a high in FY 2000–01 before decreasing and stabilizing for the last three years. The reasons for leaving tend to be fairly consistent from year to year. In FY 2005–06, the top five reasons faculty left UH (ranked from high to low) were:

- Seeking a position with more opportunities for advancement.
- Seeking a job in an area with lower cost of living/housing.
- Seeking a better paying job.
- Seeking a more challenging position.
- Seeking a job closer to home.



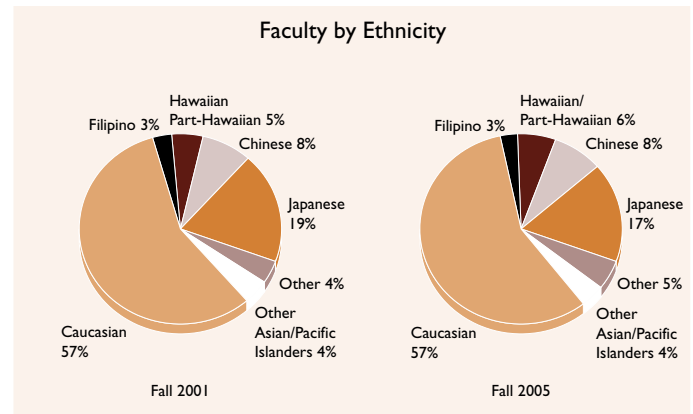
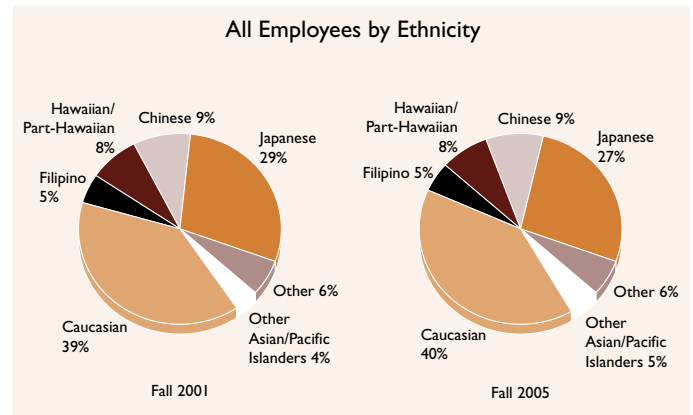
Note: Does not include retirements.

PERSONNEL EXIT QUESTIONNAIRE, UH OFFICE OF HUMAN RESOURCES

What are the demographic trends in the composition of UH employees?

ETHNICITY

Employment by ethnicity has remained stable since 2001 among all UH employees except for a slight decrease in the percentage of employees and faculty of Japanese ancestry.



Investment in the Physical Plant

What is the level of CIP appropriations/ authorizations received by UH from the state?

State capital improvements program (CIP) appropriations totaled \$234 million in fiscal years 2006 and 2007.

Capital Improvements Program Appropriation of State Funds (\$ Thousand)							
MEANS OF FINANCE	ACT/FISCAL YEAR						
	281/2001	259/2002	177/2003	200/2004	41/2005	178/2006	160/2007
General Funds	0	0	0	0	0	0	42,500
General Obligation Bond Fund	27,700	69,515	84,044	22,804	88,561	128,783	62,988
TOTAL	27,700	69,515	84,044	22,804	88,561	128,783	105,488

What is the level of investment for maintaining the UH physical plant?

The repairs and maintenance (R&M) allocation per gross square foot (GSF) between fiscal years 2001 and 2006 has increased substantially due to funding support from the CIP budget.

R&M Budget Allocation Compared with Gross Square Feet						
Budget Unit (Campus)	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
UH Totals						
R&M Allocation ¹	\$23.3m	\$30.8m	\$37.9m	\$7.8m	\$32.9m	\$37.6m
Gross Square Feet	8,029,492	8,289,677	8,350,513	8,388,083	8,388,083	8,396,736
Ratio (\$/GSF) ²	\$2.90	\$3.72	\$4.54	\$0.94	\$3.92	\$4.53
UH Mānoa						
R&M Allocation	\$13.5m	\$17.9m	\$21.5m	\$4.7m	\$18.6m	\$33.8m
Gross Square Feet ³	4,746,928	4,746,928	4,751,432	4,751,432	4,751,432	4,751,432
Ratio (\$/GSF) ²	\$2.85	\$3.77	\$4.52	\$0.99	\$3.92	\$7.11
UH Hilo						
R&M Allocation	\$3.2m	\$4.1m	\$5.3m	\$0.9m	\$4.6m	\$1.4m
Gross Square Feet	867,000	983,508	983,508	983,508	983,508	992,161
Ratio (\$/GSF) ²	\$3.71	\$4.22	\$5.42	\$0.96	\$4.70	\$1.37
UH West O'ahu						
R&M Allocation	\$0.07m	\$0.07m	\$0.1m	\$0.03m	\$0.09m	\$0.04m
Gross Square Feet	39,736	39,736	39,736	39,736	39,736	39,736
Ratio (\$/GSF) ²	\$1.70	\$1.83	\$2.45	\$0.81	\$2.25	\$0.88
UHCC						
R&M Allocation	\$6.5m	\$8.7m	\$11.0m	\$2.2m	\$9.6m	\$2.4m
Gross Square Feet	2,375,828	2,519,505	2,575,837	2,613,407	2,613,407	2,613,407
Ratio (\$/GSF) ²	\$2.72	\$3.45	\$4.29	\$0.85	\$3.66	\$0.91

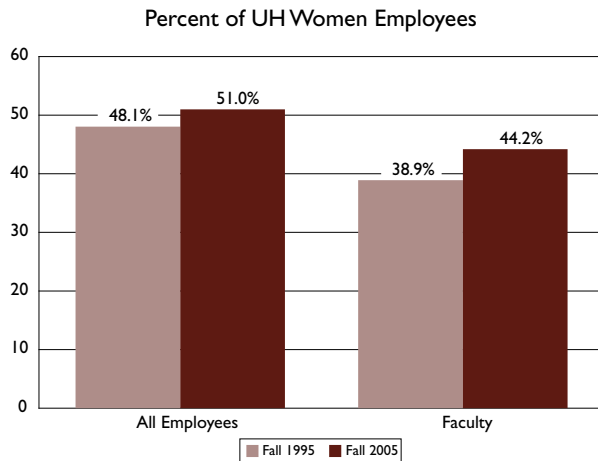
¹ Does not include a FY 2006 system allocation of \$0.5m for a facilities audit/assessment
² Figures may vary slightly due to rounding
³ Does not include off-campus facilities and on-campus facilities that are self-supporting

Of the total budget allocation for R&M in FY 2006, \$28.4 million was allocated to the University of Hawai'i at Mānoa to address flood related repairs and improvements from the October 2004 Mānoa flood. The backlog of R&M remains one of the most critical problems facing the University.

Total Deferred Repairs and Maintenance				
Campus	FY 2003	FY 2004	FY 2005	FY 2006
UH Mānoa	\$52,635,390	\$82,902,000	\$99,105,500	\$100,588,000
UH Hilo	\$22,664,453	\$30,090,000	\$36,209,500	\$23,236,000
UH Community Colleges	\$29,622,549	\$48,053,876	\$39,981,890	\$40,830,671
Total Unfunded Deferred R&M	\$104,922,392	\$161,045,876	\$175,296,890	\$164,654,671

GENDER

The share of women in the UH workforce increased from a decade ago, by almost three percent for all employees and over five percent for faculty. According to the 2005 Report of the American Association of Medical Colleges, the John A. Burns School of Medicine has the highest percentage of women serving as department chairs of all 125 U.S. medical schools. Seven of its 15 chairs are filled by women (four times the national average).



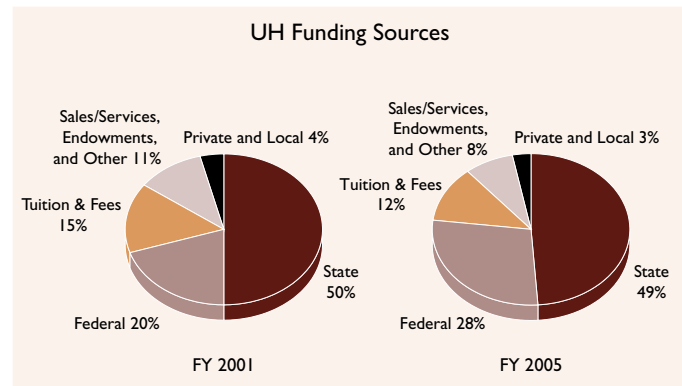
GOAL 5: Resources and Stewardship

Achieving the goals of the University's strategic plan depends on the University to acquire, allocate, and manage public and private revenue streams and exercise exemplary stewardship over these assets. Measures of INVESTMENT FROM THE STATE, INVESTMENT FROM PRIVATE SOURCES, ENVIRONMENTAL INITIATIVES, and measures of ACCOUNTABILITY in the management of these resources are presented to demonstrate the University's commitment to manage its resources in service to the state and its citizens.

Investment from the State

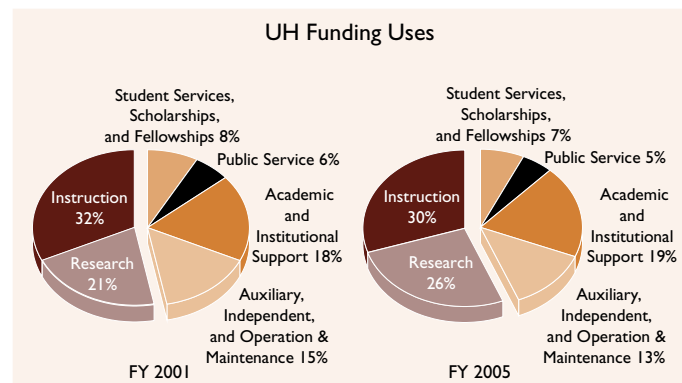
What proportion of UH's revenues come from the state?

About half of the University's funding comes from state general fund appropriations. The University's share of federal funds has increased from five years ago, due in large part, to the outstanding performances of its research communities.



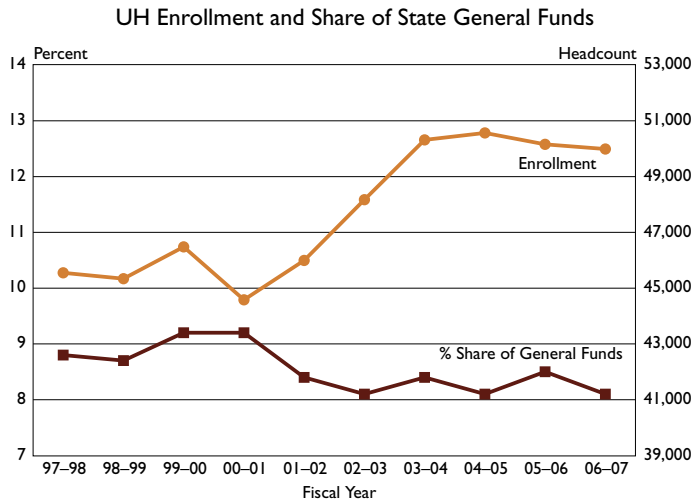
How does UH expend the resources to support instruction, research, and other activities?

The primary use of funds continues to be in support of instruction and research. The increased share in research use is consistent with the increase in external funding received by the University.



What is the relationship between UH's share of the state budget and UH enrollment?

UH enrollment increased from a low of 44,579 in FY 2000–01 to a high of 50,569 in FY 2004–05. UH's share of the State general funds declined from 9.2 percent to 8.1 percent over the same period. Enrollment is forecast to remain flat at approximately 50,000. UH's 8.1 percent share of the State general funds in FY 2006–07 remains at a historical low.



How efficient is the University in maximizing its current financial resources?

A study conducted by the National Center for Higher Education Management Systems (NCHEMS) and funded by The Pew Charitable Trusts measured the performance of state higher education systems and their institutions relative to their levels of funding. Performance was measured using a variety of metrics for participation and completion rates, degree productivity, and research and development (where applicable). Funding comprised of state and local appropriations and tuition and fees (the two largest sources of unrestricted funds for higher education institutions) per full-time equivalent (FTE) student.

When averaging the ratios of performance to funding across all measures, Hawai'i ranked 27th out of 50 states for state systems of higher education. However, the University scored at about the 80th percentile in its performance relative to funding on the number of credentials awarded in 2002–03 per 100 full-time undergraduates. A number of states expended more in funding but experienced comparable or lesser credential and degree productivity.

The University fared better on its ability to attract competitive research and development grants from external sources relative to funding, scoring above the 80th percentile. Likewise, the UH Mānoa campus performed well among public research institutions on the amount of research expenditures per full-time faculty.

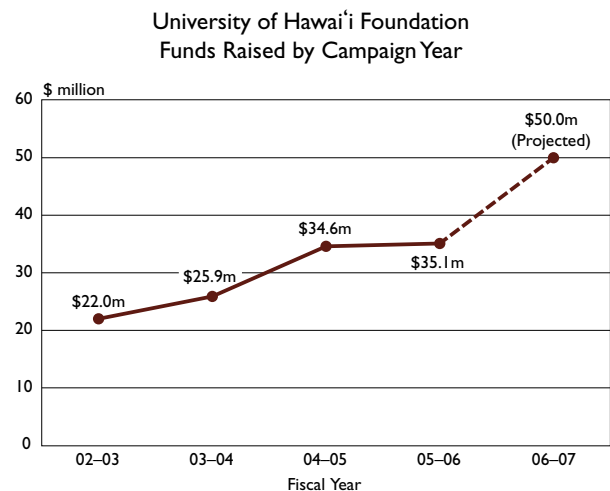
NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS
A NEW LOOK AT THE INSTITUTIONAL COMPONENT OF HIGHER EDUCATION FINANCE:
A GUIDE FOR EVALUATING PERFORMANCE RELATIVE TO FINANCIAL RESOURCES
REVISED FEBRUARY 2006

Investment from Private Sources

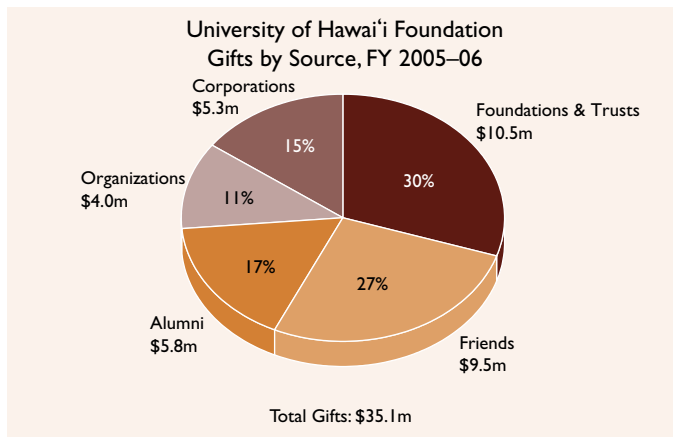
What are the trends in private giving through the UH Foundation?

Private giving to the University through the Foundation remains strong. The University and Foundation are in the middle of a comprehensive campaign—the Centennial Campaign for the University of Hawai'i—which began on July 1, 2002. Earlier this year, the University's Board of Regents and the Foundation's Board of Trustees agreed to extend the campaign through June 30, 2009 and increase the goal to \$250 million.

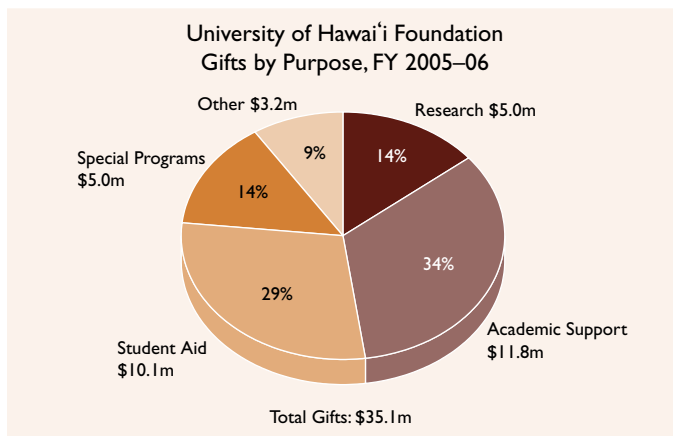
Each year of the campaign has seen an increase from the prior year. With the naming of a permanent president for the University of Hawai'i, the Foundation is poised to significantly increase the fundraising results going forward.



Private gifts come from a wide variety of sources. In FY 2005–06, \$15.3 million, or 44 percent of the total, came from alumni and friends of the University.

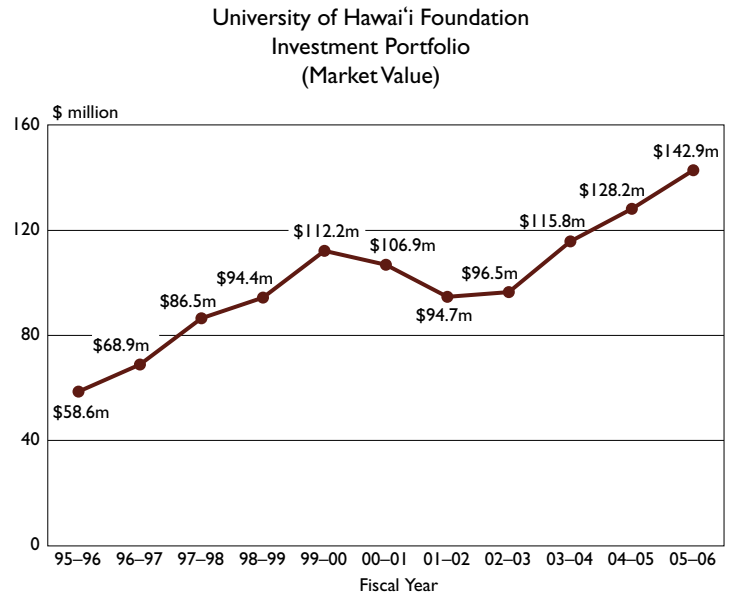


Private support helps the University in a variety of ways. In FY 2005–06, \$10.1 million was raised to provide support for students. Refer to page 20 for more detail on student scholarships raised.

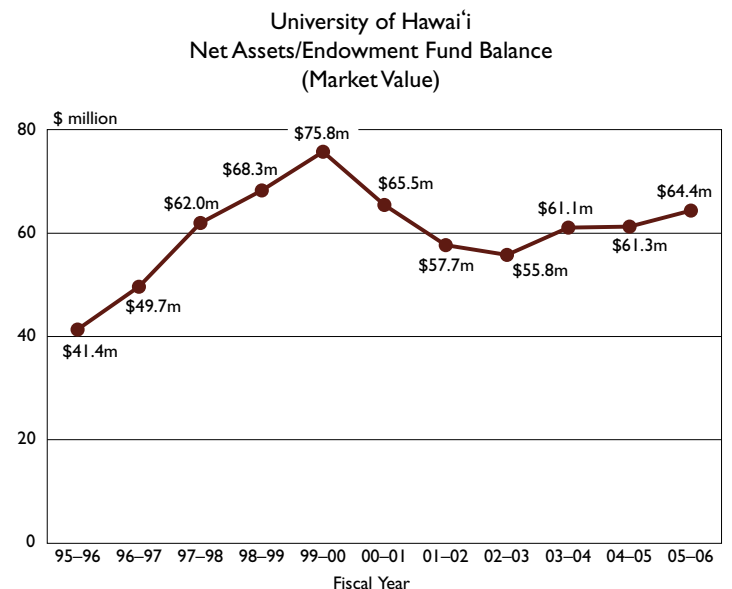


What is the status of the University's endowment?

The endowment continues to grow as a result of positive investment performance and funds raised. Approximately 24 percent of funds raised annually by the UH Foundation are for the UH Foundation endowment. The goal is to increase this to 30 percent.



The University holds a second endowment from private and institutional donors which, invested separately, has a market value of \$64.4 million in FY 2005–06.



Environmental Initiatives

What measures has the University taken in the area of environmental stewardship?

As one of the state's largest consumers of energy and water, a significant contributor to its traffic load and waste stream, and an active guardian of its cultural history and customs, the University of Hawai'i has a major role in safeguarding Hawai'i's precious natural and social legacies.

In 2002, the University of Hawai'i adopted sustainability—defined as living in ways that meet our present needs without limiting the potential of future generations to meet their needs—as a guiding principle and began instituting sustainability policies and practices throughout the UH System. The UH Office of Sustainability was established to further the goal of creating a vibrant, healthful, resource-efficient, and culturally sensitive university. A long-term goal of UH is to serve as a working model of sustainability for the state and beyond. Recent and ongoing projects and events coordinated by the UH Office of Sustainability, UH campuses, and other UH organizations are described below.

ONGOING AND COMPLETED PROJECTS

The new UH Mānoa John A. Burns School of Medicine was designed to incorporate energy efficiency and state-of-the-art innovations in both its laboratories and office facilities. Technological innovations include a flywheel system, use of cold seawater in the cooling system, and light shelves. The flywheel system keeps power flowing to critical systems during brief electrical interruptions, assuring that medical experiments can continue. The Central Chiller Plant replaces the use of standard cooling towers and will save roughly 30 million gallons of potable water and reduce electrical consumption. The system is the first of its kind in Hawai'i and was designed and built by the Honolulu Board of Water Supply. Interior lighting featuring "light shelves" on many windows reduces the need for artificial lighting by reflecting daylight into the room.

Maui Community College's Sustainable Living Institute of Maui (SLIM) offers sustainable agriculture and sustainable technology internships for both high school and Maui Community College students. SLIM was established by Maui Community College, Maui Land & Pineapple Company, Inc., EARTH University of Costa Rica, and the Royal Institute of Technology in Sweden to foster sustainable and innovative methods of community development and management.

UH Mānoa has installed and is now evaluating interval meters in campus buildings to create a campus-wide energy-efficient plan and prioritize future energy-saving measures.

UH Mānoa's School of Architecture developed new methods to assess the solar power potential of UH Mānoa rooftops.

UH's Hawai'i Natural Energy Institute (HNEI) developed and is testing a renewable energy technology that converts biomass ("green waste" such as campus tree trimmings and similar materials) into charcoal.

UH is aggressively moving from paper-based reporting to online retrieval systems. Regular central printing has been cut in half over the past several years and continues to decrease.

As the demand for higher education services continues to exceed the growth in resources, UH is one of a small number of institutions working to redesign courses to reduce delivery costs through technology while simultaneously improving student learning outcomes. Two initial projects have shown promising preliminary results, and UH is now one of the founding members of the Redesign Alliance, a consortium of colleges and universities who will share approaches and experiences to achieve greater success together.

UH led Hawai'i's first free statewide electronic waste recycling program, which resulted in the environmentally responsible disposal of more than 33 containers of "e-Waste" from UH campuses and Hawai'i's schools. An additional seven containers were collected from the public.

Leadership in Energy and Environmental Design (LEED) awards certification for newly constructed buildings that meet certain energy and resource-saving requirements. LEED ratings are ranked in the following order, starting at the lowest: bronze, silver, gold, and platinum. All new UH Mānoa buildings will be of LEED silver or better caliber. The JABSOM complex is applying for LEED certification at the silver level.

EVENTS

Energy experts from the University of Hawai'i, University of California, Hawaiian Electric Company, and the private sector attended an October 2006 energy summit at UH Mānoa to develop strategies to reduce the University of Hawai'i's growing energy bill. The UH System is the second largest consumer (behind the military services) of electricity on O'ahu. A partnership between UH Mānoa and Hawaiian Electric Company (HECO) aims at monitoring and reducing energy consumption on campus through energy-efficient alternatives such as a reduction in fluorescent lighting, solar water heating, and wind powered generators.

Maui Community College hosted the 2006 International Small Islands Studies Association (ISISA) Conference "Islands of the World IX," where scholars and experts discussed sustainability efforts and strategies for sustainable development for small islands. ISISA adopted The Maui Declaration which recognizes the important role of educational institutions in advancing the concept of public, private, and corporate co-responsibility in the sustainability of small islands.

Accountability

How does the University demonstrate its accountability to the public?

ACCOUNTABILITY

This document, *Measuring Our Progress*, responds to Act 161 of the 1995 Legislature to provide benchmarks and performance indicators that reflect the systematic assessment of UH programs and services. This 2006 update is intended to demonstrate to the public the University's progress in meeting the goals set forth in the *University of Hawai'i System Strategic Plan: Entering the University's Second Century 2002–2010*. In addition, each campus demonstrates its accountability through accreditation, program review, and institutional assessment activities.

ACCREDITATION

Regional Accreditation

All ten campuses of the University of Hawai'i are separately and regionally accredited by the Western Association of Schools and Colleges (WASC). Regional accreditation means that, as the result of an external review process, the University is judged to be fulfilling its stated purposes and can be expected to continue to do so. Students and the public can be assured that University of Hawai'i campuses have met standards of quality across the entire range of institutional activities.

University of Hawai'i Status of Accreditation

Campus	Accrediting Body	Status
UH Mānoa	WASC-Senior Commission	Accreditation reaffirmed until spring 2010. Institutional proposal approved, December 2006. Special visit, March 2007. Preparatory review expected, spring 2009. Educational effectiveness review date to be determined.
UH Hilo	WASC-Senior Commission	Accreditation reaffirmed, summer 2004, for ten years. Interim site visit, spring 2008.
UH West O'ahu	WASC-Senior Commission	Accreditation reaffirmed in 2005. Next scheduled visit, fall 2011. Special visit, fall 2008.
UH Community Colleges		
Hawai'i	WASC-ACCJC Commission	Each college is separately accredited. Accreditation reaffirmed for all colleges, fall 2000 for six years—the maximum allowed by ACCJC policy. Reaccreditation visits to all seven campuses conducted fall 2006.
Honolulu	WASC-ACCJC Commission	
Kapi'olani	WASC-ACCJC Commission	
Kaua'i	WASC-ACCJC Commission	
Leeward	WASC-ACCJC Commission	
Maui	WASC-ACCJC Commission	
Windward	WASC-ACCJC Commission	

Each UH Community College as well as the Office of the Vice President for Community Colleges prepared for the regular professional peer review that is part of the accreditation process for an institution. Campuses conducted rigorous self-appraisals in terms of the Accrediting Commission for Community and Junior Colleges (ACCJC) Standards. Self-appraisal requires a conscious and self-reflective analysis of strengths and weaknesses and an examination of every aspect of institutional function against Commission Standards. The ultimate goal of accreditation is to help an institution improve attainment of its own mission—improving student learning and student achievement. The results of the appraisal, the institutional Self Study 2006, are posted on each college's website.

Professional Accreditation

Nearly 50 University of Hawai'i academic programs hold separate professional accreditation. These programs have been subjected to rigorous external reviews that ensure high standards of professional practice. As a result, the UH credentials conferred convey a special merit of quality within these specialized fields of study.

UH Mānoa. At UH Mānoa, 54 degree programs are accredited by 24 external professional accrediting organizations that examine the various programs every five to ten years. Among the accredited programs are law, medicine, nursing, architecture, accounting, business, travel industry management, social work, engineering, biosystems engineering, ocean engineering, journalism, chemistry, dental hygiene, dietetics, library and information studies, clinical psychology, audiology, speech-language pathology, education, counselor education, special education, rehabilitation counseling, medical technology, music, public health and epidemiology, and urban and regional planning. In addition, the Counseling and Student Development Center; the UH Mānoa Children's Center; and UH Mānoa's University Health Services are professionally accredited.

UH Hilo. The nursing and education programs at UH Hilo are accredited by National Professional Accrediting Organizations. The College of Business and Economics is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The Accreditation Council for Pharmacy Education (ACPE) is currently reviewing the College of Pharmacy's self-study report for pre-candidate status.

UH Community Colleges. More than twenty community college programs hold separate accreditation, including nursing, a variety of culinary programs at multiple campuses, aeronautics maintenance, automotive maintenance, cosmetology, dental assisting, fire science, motorcycle safety, legal assistant, medical assistant, medical lab technician, occupational therapy, physical therapy, radiologic technology, and respiratory care.

ACADEMIC PROGRAM ACTIONS AND UH CENTERS

The heart of the University is its instructional programs. Campuses routinely review established academic programs, as well as assess the need for new programs, make major modifications of curriculum, and update the names of departments and degrees.

During AY 2005–06, the Board of Regents

- approved six new academic programs,
- moved five programs from provisional to established status, and
- terminated one provisional AAS program.

The UH administration

- approved one new certificate,
- suspended admission to one provisional certificate,
- approved planning for three new degrees,
- terminated two established certificates, and
- approved name changes for seven departments and degrees.

In all, 163 academic programs underwent review in this academic year.

In accordance with Board of Regents policy, instruction and research centers/institutes/academies and public services centers that serve external communities are reported on annually. During AY 2004-05, the University administration approved two new centers and closed one center. As of December 2005, the University of Hawai'i housed 102 centers.

INSTITUTIONAL ASSESSMENT AND RESEARCH

UH Mānoa. UH Mānoa's assessment of student learning outcomes addresses WASC accreditation standards and UH Mānoa's mission as a research university. Assessment is conducted by faculty and academic leaders in individual programs as a scholarly endeavor informed by data, comparative information with peer institutions, and other evidences of educational performance.

All UH Mānoa departments are engaged in the regular assessment of their programs. Capstone, internships, theses, design projects, and other culminating course-based experiences are commonly used to assess student performance and learning. Assessment of UH Mānoa's general education program is led by UH Mānoa's General Education Committee and the Mānoa Academic Assessment Council. Departmental assessment efforts are posted on UH Mānoa's assessment website. (www.hawaii.edu/assessment/uhm/)

UH Hilo. The UH Hilo Office of Institutional Research responds to priorities identified by the Faculty Congress General Education & Assessment Support Committees and routinely engages in institutional effectiveness and learning outcomes assessment efforts through: a) administering a robust schedule of semesterly, annual, biennial, quintennial, and ad hoc student, alumni, and community surveys; b) developing specialized studies and analyses—through use of system-generated archival reports and/or campus-level operational data—that serve as evidence for the evaluation and enhancement of academic programs, and student learning/developmental outcomes; and c) supporting campus strategic goal attainment through dissemination of results from these activities, and bringing discussion and analyses of findings to bear on campus academic and student affairs planning and policy discourses.

UH West O'ahu. The Office of Assessment & Institutional Research maintains institutional data, tracks graduation/retention rates, conducts surveys, course evaluations, pre- and post-testing, and ad hoc reports for special projects.

Recent institutional research projects include: a survey of UH West O'ahu alumni, course grade distribution analysis, and focus groups of graduating seniors in distance education programs. Ongoing data extraction projects meet campus needs such as program reviews, institutional planning, and accreditation.

The Writing Assessment Project (WAP) was initiated in spring 2006 to determine the effectiveness of the capstone experience (senior project/practicum) as a writing intensive course and to inform the efficacy of writing intensive courses in general.

In spring 2006, the UH West O'ahu faculty senate renamed the Assessment Committee as the Educational Effectiveness Committee and broadened its scope to include accreditation and program review. This committee continues to formulate policy on the assessment of learning outcomes at the level of the concentration, division, and institution.

UH Community Colleges. Ongoing leadership and support of institutional effectiveness comes from the Office of the Vice President for Community Colleges and the Council of Community College Chancellors. Programs and activities that provide data to support assessment for institutional effectiveness include the community colleges' Comprehensive Program Reviews, annual reviews of program data, annual Program Health Indicator reports and UH Community Colleges Fact Book, participation in the national Community College Survey of Student Engagement (CCSSE) as individual colleges and as a consortium, Strategic Planning Key Performance Indicators, and the analysis of the current course placement process and placement testing procedures.

The UH Community Colleges has conducted four workshops designed to help faculty, staff, and administrators develop a better understanding of the new ACCJC standards, assess existing policies and practices, and develop an action plan to meet the new ACCJC standards.

Individual colleges have been engaged in research and assessment at the institutional, program, and classroom level. The colleges support a wide range of faculty-led endeavors in classroom and student learning outcomes. Examples such as those at Kapi'olani Community College can be found at <http://quill.kcc.hawaii.edu/page/loa.html>. Each college conducts a variety of college appropriate survey and assessment projects, comprehensive program reviews, and annual reviews of program data which are analyzed at the campus and system level.

Distinctions and Achievements

The UH Mānoa College of Business Administration received a generous \$25 million gift from alumnus Jay H. Shidler, the largest single donation in UH's history. The college has been renamed the Shidler College of Business in the donor's honor.

UH MĀNOA

UH Hilo ranked in the top five among liberal arts colleges for ethnic and racial diversity in the 2007 edition of America's Best Colleges.

U.S. NEWS AND WORLD REPORT

A UH West O'ahu alumnus (2002 Air Force ROTC and Anthropology) was granted the single slot open for the 2006 Air Force Forensic Science Advanced Degree Program at George Washington University's Masters of Forensic Science Program. One of her recent cases for the Air Force Office of Special Investigations will appear this year on the popular television show, Forensic Files.

UH WEST O'AHU

Hawai'i Community College sponsored the E 'Imi Pono (Best Practices) in Substance Abuse Treatment Conference in 2005 where internationally renowned experts in the addiction and criminal justice fields provided training for treatment providers and health professionals.

HAWAI'I COMMUNITY COLLEGE

The School of Architecture has the first and only nationally accredited professional Architecture Doctorate degree in the country. The program was named one of the three most innovative in the U.S. by DesignIntelligence in 2004.

UH MĀNOA

A student from Honolulu Community College is a 2006 recipient of the Jack Kent Cooke Scholarship, an award of up to \$30,000 presented each year to only 25 community college students from around the country.

HONOLULU COMMUNITY COLLEGE

A Kapi'olani Community College student was selected as one of 20 members of the USA Today All-USA Academic Team.

KAPI'OLANI COMMUNITY COLLEGE

The Environmental Law Program (ELP) at the William S. Richardson School of Law is the 2006 recipient of the prestigious American Bar Association Award for Distinguished Achievement in Environmental Law and Policy.

UH MĀNOA

A 2006 UH Hilo history graduate won the Herbert F. Margulies Prize in American History for his paper "The Hessians in the American War of Independence."

UH HILO

Kapi'olani Community College was selected by the Carnegie Foundation for the Advancement of Teaching as one of 14 colleges and universities nationally to assist in the development of a new elective classification of community engagement.

KAPI'OLANI COMMUNITY COLLEGE

The Kaua'i Community College chapter of the Phi Theta Kappa International Honor Society for two-year colleges received a 2005 Pinnacle Silver Award for increasing chapter membership.

KAUAI COMMUNITY COLLEGE

UH Mānoa's School of Travel Industry Management is one of only two U.S. institutions out of 13 internationally-recognized tourism education schools included in the World's Leading Tourist Programmes directory.

UH MĀNOA

Leeward Community College's student magazine, Harvest, won "First Place" award from the American Scholastic Association. This is the third time the publication has won a First Place award from a national association.

LEEWARD COMMUNITY COLLEGE

A team of UH Hilo student delegates was honored at the 2006 National Model United Nations Conference in New York City. The team placed in the top ten percent among 289 schools.

UH HILO

The first four-year degree to be offered by a UH community college, the Bachelor of Applied Science in Applied Business and Information Technology at Maui Community College, was recognized as a candidate for accreditation by the Western Association of Schools and Colleges.

MAUI COMMUNITY COLLEGE

Two Leeward Community College students received the prestigious Monbugakusho Scholarship awarded to 22 students from the United States to study for three years in Japan.

LEEWARD COMMUNITY COLLEGE

UH Hilo was selected to administer the Islands of Opportunity Alliance, a consortium of 19 public and private universities and colleges throughout the Pacific Island nations, that are committed to increasing the number of professional scientists among people from underrepresented minority groups.

UH HILO

UH Mānoa's law, education, international business, and library science graduate programs are recognized among the nation's best in the 2007 edition of America's Best Graduate Schools.

U.S. NEWS AND WORLD REPORT

Distinctions and Achievements

A UH Mānoa astronomer coordinated all Earth-based worldwide observations of NASA's Deep Impact collision-with-a-comet program.

UH MĀNOA

According to Princeton Review's 2006 Best Law School rankings, the William S. Richardson School of Law ranks second for Best Environment for Minority Students and fifth for Most Diverse Faculty.

THE PRINCETON REVIEW

A Leeward Community College TV Production student won the National Television Academy of Arts and Sciences's Shelly Fay Videography Scholarship. This is the eighth National Television Academy Scholarship that has been awarded to TV Production students since 1989.

LEEWARD COMMUNITY COLLEGE

Local business leaders committed nearly \$3 million to establish the Dan and Maggie Inouye Distinguished Chair in Democratic Ideals at UH Mānoa. According to Walter A. Dods, Jr., Chairman of First Hawaiian Bank, "This distinguished chair will underscore the crucial elements of Senator Inouye's unrivaled role in Hawai'i and the nation."

UH MĀNOA

UH Mānoa is one of the nation's "best value" undergraduate institutions according to the 2006 edition of America's Best Value Colleges.

THE PRINCETON REVIEW

A Leeward Community College English instructor was recognized as a 2005 WebCT Exemplary Course Project recipient for her online Expository Writing course. This was one of six awards given internationally.

LEEWARD COMMUNITY COLLEGE

An engineering student won the 2005 Alton B. Zerby and Carl T. Koerner Outstanding Electrical and Computer Engineering Student Award. This award, given to the top engineering student in the nation, has been given to a UH Mānoa student three out of the past five years.

UH MĀNOA

In 2005, UH Mānoa's Air Force ROTC Detachment 175 won the High Flight Award for the Southwest Region. The UH unit beat out more than a dozen other medium-sized units in the region for the prestigious award that recognizes the unit with the highest level of excellence in a number of leadership categories.

UH MĀNOA

Windward Community College's newsletter, Mālamalama o Ko'olau, has won the prestigious Paragon award from the National Council for Marketing and Public Relations, which recognizes excellence in communications among two-year colleges.

WINDWARD COMMUNITY COLLEGE

An oceanographer and an astronomer from UH Mānoa were elected to the National Academy of Sciences in 2005 and 2006. Election to the Academy is considered one of the highest honors that can be accorded to a U.S. scientist or engineer.

UH MĀNOA

For the past two consecutive years, the Hawai'i Tumor Registry at the Cancer Research Center of Hawai'i was ranked first place and awarded the Data Quality Award from the National Cancer Institute. This award recognizes Hawai'i's tumor registry as the best in the country and, for all practical purposes, the best in the world.

UH MĀNOA

The Honolulu Community College chapter of the Phi Theta Kappa International Honor Society for two-year colleges, was named one of 25 "Distinguished Chapters" out of 1,200 chapters located at community and junior colleges across the United States, Canada, Germany, Micronesia, and Palau.

HONOLULU COMMUNITY COLLEGE

A UH Hilo agriculture economics professor was selected from 200 applicants as one of 35 exhibitors for the 8th annual Food and Agricultural Science and Education Congressional Reception in Washington DC.

UH HILO

Three UH Mānoa faculty members and an alumna have been named Living Treasures of Hawai'i by the Honpa Hongwanji Mission of Hawai'i for making a significant difference in improving the community.

UH MĀNOA

In terms of citations of scientific papers in astronomy, the Institute for Astronomy (IfA) is ranked second among the top 20 astronomy departments in the U.S. Four IfA researchers are listed among 249 of the world's most cited and influential researchers in the space sciences.

UH MĀNOA

Maui Community College received a \$1 million gift from Dorvin and Betty Leis, the largest gift received by the campus to date, to advance sustainability initiatives.

MAUI COMMUNITY COLLEGE

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Stephen Hora, UH Hilo
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Doug Dykstra, Hawai'i Community College
Sharon Ota, Honolulu Community College
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Ramona Kincaid, Kaua'i Community College
James Goodman, Leeward Community College
Suzette Robinson, Maui Community College
Linka Corbin-Mullikin, Windward Community College

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Linda K. Johnsrud
Vice President for Academic Planning and Policy



www.hawaii.edu

Measuring Our Progress, 2006 is available online at www.hawaii.edu/ovppp/mop/.

The report is available to persons with print disabilities in alternate formats upon request.
Call (808) 956-7487 for assistance.

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